natcon

15

Special Edition
Vocational Counselling in Schools

Guest Editor — David Studd

Disponible en Français sous le titre "CONNAT 15"

WH-7-365E

Employment and
Immigration Canada

Occupational and Career
Information Branch

Emploi et
Immigration Canada

Direction générale des
informations sur les
professions et les
carrières

Natcon vol. 15

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Cat. No. MP32-14/1987-15E

ISBN 0-662-15239-5

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EDITORIAL - THE VALUE OF VOCATIONAL COUNSELLING

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"The more extensive a man's knowledge of what has been done, the greater will be his power of knowing what to do."

Benjamin Disraeli

Disraeli's comment, made in the last century, has relevance for the role of counsellors and to our students as they try to look forward into the 21st century.

Because of the nature of our profession, counsellors must always be concerned with the future. Futurists provide scenarios that range from a cataclysmic vision of the demise of the Western world as we know it to a resurgent golden age fueled by the wonders of microtechnology. The truth probably lies somewhere in between with society gradually breaking down into a two tier structure made up on elite few in high paying technical positions and a majority employed in low paying service positions.

For our students, their potential difficulties are compounded by increasing entrance requirements at post-secondary institutions. Available places in professional facilities are increasingly reserved, by virtue of extremely high cut-off entrance grades, for the top 10-15 percent of our students. Would be university students turn to the colleges, in turn displacing those students for whom the colleges were originally established. These students in turn must search for work in an economy in which available job openings require considerable education and training.

Students face three major questions in life, the answers to which can go a long way to overcoming the fear of the future that most experience. First, students must discover an answer to the existential question, "Who am I?" Developing a sense of identity is the fundamental development task of adolescence and critical to success with later tasks. Second, "How do I relate to others?" is important to planning for an effective lifestyle. The third, "What control do I have over myself?" implies the need for creative problem-solving and decision-making skills and requires a knowledge of intrinsic and extrinsic factors before one gains the power to knowing what to do. The fundamental counsellor's role becomes one of helping students develop the skills necessary to coping with accelerating change and to make a number of career and lifestyle shifts.

In addition to variety of life skills, we will have to help our students develop courage. May[1] points out that, in humans, courage is necessary to make being and becoming possible. He also notes that people attain worth and dignity by the multitude of decisions they make from day to day. Decisions require courage. And courage, of course, is part of self-esteem, a part of one's identity.

The implications for education in general, and for counsellors in particular, is that the methods by which we prepare young people for the transition from school to further education or work must change. As Collins, Studd and Wallace[2] point out, while there is some consensus about the conditions needing change on the part of trustees' groups, home and school associations, and community groups and about the remedy, there is little consensus about who should administer the remedy. What is needed to bring about this consensus are effective and accountable programs that will meet the needs of this generation of students. For as Herr and Pinson[3] have suggested:

> ...guidance and counselling as forms of deliberate intervention and advocacy will be necessary in the future to mediate between the individual and the multiple challenges of learning, job training, information processing, interpersonal relations, and self-identity that are likely to characterize the next decade.

Norm Gysbers[4] has written of four trends that will have a substantial impact on the future of career development theory and practice. First, the terms career and career development now are used to describe the human career in terms of life roles, settings and events that develop over the life span. Second, the number, diversity and quality of career development programs continue to increase. Third, the settings and the populations for career development are increasing so that guidance is no longer just a switch mechanism between school and work.

Finally, substantial changes are occurring in economics, occupations, industrial and social environments and structure in which the human career develops. In fact, in an admitted utopian vision, Super[5] has suggested the following.

Computerized automation, some of our futurists tell us, will lead to an economy which will support everyone more than adequately, and only a small number of very able and very highly-educated men and women, and a somewhat larger number of others with electronic, mechanical, and spatial skills, will be needed in the labour force. Societal values might then evolve so that the needed workers would be so honoured for their work and so well endowed in their other roles that they would be glad to work, while the great majority of people at all ability levels would gladly devote their time and energies to the pursuit of unpaid careers, of roles other than that of worker.

Super foresees a renaissance of the arts, and of volunteer services in community and social service activities. And it will be these activities, rather than occupations in which people will find fulfillment.

This issue of NATCON is devoted to the theme of Vocational Counselling in the Schools. Articles have been selected that outline the needs and values of young people and that describe effective and innovative programs. These programs do meet a real need. The success we have in developing and implementing career development programs may determine how well our students will cope with accelerating change over their "working" lives. We cannot fight the changes; we can only prepare for them.

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THE RENAISSANCE OF VOCATIONAL GUIDANCE IN CANADIAN SCHOOLS

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Any social institution which stands still in a constantly evolving world is doomed to its own extinction. Guidance and counselling in Canadian schools is far from extinct. In most areas of the country, it is more than surviving because of the willingness of guidance personnel to be sensitive and responsive to the socio-economic and political realities which face them daily.

In this essay, I plan to reflect upon the past in terms of the introduction of guidance services into Canadian schools, to describe the present renaissance and its primary causes and reflect upon future scenarios which the guidance community might wish to contemplate.

THE EARLY BEGINNINGS

The United States

In the United States, vocational guidance has been traced back as far as the 1840's, but most acknowledge its historical birthday as July 13, 1908, the day the Vocational Bureau of Boston opened with Frank Parsons as its Director and counsellor. The New York City Teachers' Association followed up with a similar operation in 1912.

Canada

On the Canadian scene, guidance practices emerged in the mid-1920's - but it wasn't until the early 1940's that guidance and counselling became institutionalized. What follows is a historical theoretical sketch of the emergence of guidance in a number of Canadian provinces. (The author gratefully acknowledges as a central source for these sketches, an unpublished (1951) M. Ed. thesis entitled "The Development of Guidance in the Secondary Schools of the Dominion of Canada" by Ross Laverne Donald, a studnet at the University of Manitoba.)

Nova Scotia

In the first session of the Nova Scotia Summer School (1927), a course in vocational guidance was included in the list of offerings. The course was taught by Dr. F.H. Sexton, the then president of the Nova Scotia Technical College. In 1942, Mr. H.Y. Haines was appointed Director of Guidance for the Halifax city schools.

Prince Edward Island

In October, 1946 at Summerside High School, a program was begun under the direction of Mr. Clarence Mercer.

New Brunswick

The first formal guidance program appears to be offered in 1926 at the St. John's Vocational School. By 1941, a guidance counsellor was appointed to the staff of the school; in the intervening years, guidance services were handled by homeroom teachers and subject teachers on a try-out basis. In the 1948 version of the Provincial studies for intermediate grades, a formal guidance program was instituted in all New Brunswick schools.

Quebec

In September 1946, a guidance program was officially launched in the high schools under the supervision of the Montreal Protestant Central School Board. Within four years, every high school had either one or two part-time counsellors.

Ontario

In 1930, the Department of Education started courses leading to a certificate in Vocational Guidance at the Ontario Training College for Technical Teachers. In 1944, the Guidance Branch of the Ontario Department of Education was established and Mr. H.R. Beattie was appointed its Director. In 1941, the City of London organized the first city-wide program in both elementary and secondary schools. In the same year, Mr. Morgan Parmenter, recognizing the needs for some agency in Canada to develop stock and distribute various materials useful in guidnace work, opened up the Vocational

Guidance Centre. In 1945, the Centre was transferred to the Ontario College of Education where it has remained to this day.

Manitoba

The Vocational Guidance Service Bureau was established in May 1938 with Mr. R.J. Johns as its first director. Official government publications in 1948 made provision for group guidance time as well as for counselling.

Saskatchewan

Under the direction of Mr. T.M. Spenser, the Department of Education created a guidance branch in the summer of 1944. The first guidance classes in the province were organized at Natana Collegiate Institute in 1937 to provide personal and social guidance for students in grades 9 and 10.

Alberta

Beginning in 1944, the high school program for the province had an elective called Vocations and Guidance 1, at the grade 9 and 10 level. On July 1947, the government appointed Mr. A.A. Albridge as provincial supervisor of guidance.

British Columbia

In 1937, group work in guidance was placed on a compulsory basis for grades 7 to 12 (one period per week per grade was to be provided). The provincial government set up a division of Educational and Vocational Guidance and appointed Mr. H.P. Johns as its director.

Thus on a province-by-province basis, the emergence of vocational guidance can be seen in Canadian schools.

The Self-Referral Era

With the publication of Boy and Pine's "Client-Centred Counselling in the Secondary Schools" in 1963, the application of Carl Roger's psychotherapeutic model to the school setting came of age. Counsellor training programs stressed the Rogerian theory which is predicated on the willingness of a student (client) to initiate a counselling relationship which is characterized by openness and trust. When Boy and Pine visited Toronto in 1968, the counselling community was well down the road to a self-referral, client-centred model of counselling. The emphasis on this approach was psychopersonal counselling, while vocational and educational counselling took a back seat in importance. However, by 1972, when the clouds of large scale unemployment were gathering on the horizon, this psychopersonal emphasis was challenged by a small group of guidance personnel who were advocating a realignment of services from a one-to-one counselling model to a much greater emphasis on career education, a phenomena which was gaining momentum in the United States. (It was in 1972 that the author and John MacKenzie of the Ontario Ministry of Education introduced their 120 hour credit course entitled "Career Development and Planning".) The resistance in the guidance community was characterized by reluctance tinged with a covert hostility to change.

The Ebb and Flow of the Economy and its Influence on Guidance Practices

To understand the changes in guidance delivery practices, it is useful to reflect upon the state of the Canadian economy at various points in time. From the early 50's to the late 60's, the Canadian economy was booming. The unemployment rate was a constant 3% and there were jobs for anyone who wanted to work. Therefore, career guidance didn't seem to be a particularly important aspect of the school system's delivery system since job openings were plentiful. However, with a downturn in the Gross National Product and an upswing in unemployment in the mid 70's, the willingness of the school system to take career education seriously increased remarkably.

As youth unemployment rates remain high, so will the demand for vocational guidance for young people who face a tough employment marketplace and an increasingly complex world of work.

Guidance: The State of the Art in the Mid '80's

(a) Guidance in the Elementary Schools (K-6)

Much has been written about Guidance in the elementary schools, but little has become formalized in tems of provincial or local programming or funding. The number of half or full-time counsellors in the elementary schools is a mere handful compared to the number of children in these grades. We espouse a ratio of 1 counsellor to 500 students, yet we fall far short of this target.

Why is this so? As I observe the national scene, two explanations emerge which are inter-related. The most obvious reason for the lack of professional counsellors in the K-6 area is the shortage of educational dollars in a climate of decreasing elementary school enrolment and increasing per pupil costs. These facts cannot be ignored. However, underlying this obvious explanation is our inability to articulate clearly what a counsellor can do that a teacher can't do. We have failed to persuade school trustees that a counsellor in an elementary school should have a greater priority than a librarian, an art or music teacher or a physical education teacher in the staffing decisions. Their response continues to be "Surely a good teacher does that!".

Where there are counsellors in the elementary schools, more often than not, they are situated in an "inner city school" setting where the social problems are so overwhelming that teachers can't cope with the additional demands made of children living in sometimes volatile and often unstable home environments. The counsellor's role in these circumstances is generally seen as compensatory in its nature.

(b) Guidance in the Elementary Schools (Grades 7 and 8)

The message that career planning is a continuous life-long process which begins prior to the age of reason is finally falling on receptive ears. Thanks to some excellent research, we have determined that pre-teens do make binding decisions about educational and vocational plans long before they fill out an option sheet for high school. Better late than never, some provincial governments have recently introduced mandatory guidance in grades 7 and 8. Predictably, the classroom teacher, in most instances, has been charged with the responsibility of delivery. To assist these beleaguered souls to deliver an ever-expanding curriculum in a finite time frame, lesson plans, workbooks and computer software are surfacing rapidly. The thrust of this curriculum initiative is on self-assessment, information gathering and preliminary educational and vocational planning. These programs put into the hands of students and their parents much of the information necessary to make informed decisions about future paths one might wish to follow.

(c) Guidance in the Secondary Schools (Grades 9-12)

It is in the secondary schools of Canada that the renaissance of vocational guidance has been most pronounced. For senior guidance staff trainees in the 60's and 70's, the realignment from one-to-one psychopersonal counselling to an emphasis on career development education has been and continues to be a stressful professional exercise. As the unemployment rate, especially for young people in the 15 to 25-year-old age group creeps up, so do the expectations of these young people and their parents. As in the depression of the 1930's, we are seeing a surge in college and university enrolments in a climate of reduced provincial and federal funding for tertiary education. The squeeze is on and the secondary schools are feeling the pinch.

Guidance program delivery has returned to a philosophical commitment to serve the mainstream of students rather than concentrate on the psychopersonal problems of the few.

Instruction (in small and large groups) as a legitimate and respected guidance function has returned in the attempt to meet the career development needs of young people who face an increasingly complex and demanding coming-of-age process.

The Infusion of Career Education into the Curriculum

In order to assist in the delivery of career education in Canadian secondary schools, provincial governments are non-soliciting the help of subject teachers by insisting that they join forces with guidance staff in helping students to bridge the gap between schooling and working. The resistance is high, particularly from the subject oriented purist teacher. It will take a long time and a lot of creative persuasion to convince teachers that the relevance between what is taught in the classroom and what is practiced in the world of work are legitimate lesson topics be it the physics, history or english classroom. Practical lesson plans and classroom strategies on a subject-by-subject basis are conspicuously absent from teacher training programs and textbook writing, but there are signs that this pedagogical deficiency is being addressed in pre-service training programs. In-service programs designed by and for classroom teachers in the delivery of classroom based career education will undoubtedly be seen in the agenda of provincial and national subject-based teacher association annual conventions.

Co-operative Education and Vocational Guidance

A promising innovation in Canadian high schools in the renaissance of vocational guidance can be seen in the growth of co-operative education programs at the grade 11 and 12 level. Co-operative education is a mode of curriculum delivery which is designed to help young people in two ways. First, when co-operative education is seen as an extension of a teaching subject, then practical application of course content an skills can be realized through the student's placement at an appropriate training station. Secondly, co-operative education placements permit students to experience meaningful periods of time in the world of work through which they can evaluate tentative career plans and sometimes naive work-place values and assumptions. The co-operative education placement is the environment where vocational dreams can be tested against vocational realities.

An interesting co-operative education program which is not subject-based but rather is designed as a school-to-work career exploration experience and holds much promise for young people who lack any clear, discernable career plans. Work and employability skills and self-assessment are the focus of the in-school component of this co-operative education initiative. It seems natural that guidance personnel would be the staff designated to deliver this program. However, as co-operative education teacher certification programs reach more and more co-operative educators, it is likely that these programs will be managed by co-operative education personnel. (For a more detailed article on Co-operative Education refer to George King's article in this issue of NATCON.)

The Influence of C.E.I.C. and the Delivery of Career Education in Secondary Schools

Although the BNA Act of 1867 declares that education is a provincial matter, over the years the federal government has produced materials which have been very helpful in the delivery of guidance services in Canadian schools. From the Saskatchewan New Start initiatives under Mr. D. Stuart Conger in the mid-60's to the present, secondary school guidance personnel have received generous materials support from the Employment Services Branch of Employment and Immigration Canada. Such materials as the Moving On series, the General Aptitude Test Battery, the Index to Canadian Occupations, Careers Canada, Careers Provinces, Creating a Career, CHOICES and Compass have enabled guidance people to create lessons and programs to enable young people to prepare themselves meaningfully for the world of work.

Along with the Occupational Information Monograph series and various tests from the Guidance Centre, University of Toronto and with materials available from various publishing houses, there is no lack of materials to assist young people in their thirst for appropriate information upon which to base their critical career decisions.

Computers and Guidance

One of the hand maidens of the renaissance of vocational guidance has been the blessing of computer-assisted guidance programs. Earliest on the scene was the Ontario government's Student Guidance Information Service which in 1972 made the Canadian Classification and Dictionary of Occupations available to every secondary school student along with a complete Ontario Institution data bank which is accessed through a batch processing computer retrieval system. Now available on-line through Telidon, SGIS information can be retrieved instantly with appropriate hardware. In the mid '70's, the Employment Support Services Branch of CEIC introduced an interactive guidance tool called CHOICES which was available at the outset from a centrally located main frame which made telecommunication costs almost prohibitive for the average secondary school. However, now that CHOICES is available to respond to the needs of students from Grade 6 to college and on a micro-computer format, the cost is within the reach of many more schools in Canada. Other interactive programs are now beginning to appear which seem appropriate to the needs of specialized groups within the general population.

With the availability of guidance administration software for timetabling and record-keeping, the tedious and time-consuming task of manually producing these essential pieces of individualized information has been reduced considerably. Hence, guidance personnel have been somewhat freed to respond to the personal, educational and vocational counselling needs of young people.

Future Scenarios

In the next 10 to 15 years, the character and delivery of guidance will continue to change. Computers will be used more extensively to assist young people in the complex process of career planning and decision-making. That is not to say that computer-assisted guidance and counselling will replace the counsellor, far from it. What these programs do is to personalize guidance on a one-to-one basis based on the individual characteristics of young adults in the context of their self-reported uniqueness.

Secondly, the infusion of career education into various subject curricula will proceed, but at a slow and cautious rate. What will assist this process will be the preparation of specific lesson plans on a subject-by-subject basis which are designed to compliment textbook chapters on the subject.

Thirdly, peer counselling, the process of young people trained to help young people will grow modestly and in particular in the direction of peer career programs.

Fourthly, expect to see considerable growth in co-operative education programs where it will not be uncommon to see young people spend up to 1/5 of "school time" outside the school building in an experiential learning mode.

Make no mistake, the renaissance of vocational guidance is upon us. Needs assessment survey results indicate over and over again that the top priority of young people and their parents is the need for more and better help in their individual searches for meaningful vocational experiences in their lives.

TRANSITION TO WORK: A CONCERN FOR MANY CANADIAN YOUTH

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(Published simultaneously in The School Guidance Worker,
Vol. 41, No. 1, September 1985)

ABSTRACT

Despite efforts by schools and government agencies, an increasingly large proportion of Canadian youth have and will continue to experience difficulty in making the transition to work. Many of these attempts stressing largely cognitive information and the acquisition of job skills have to a large degree ignored a great deal of theory and research suggesting that career development is not only a lifelong process but also is dependent upon corresponding development in personal and social areas.

It is suggested that many of the skills, attitudes and knowledge needed in these areas by youth can be best developed, encouraged, practiced and maintained by teachers in conjunction with the regular teaching of all subjects, especially in the elementary school. Accordingly, it is recommended that some counsellors (or others) be specially trained to provide leadership as program directors, curriculum designers, workshop organizers and implementers to whom teachers can turn for assistance and encouragement.

There appears to be general agreement that much of the current problem of unemployment among youth is directly attributable to a weakened economy. Despite this adverse economic situation, there seems to be mounting opinion that much more can and should be done to prepare our young people for those jobs that exist now and for those that will emerge in the future. Before we attempt any solutions (such as skill training, job creation...) to facilitate this transition of youth into the world of work it would seem important to heed the caution offered by the Educational Commission of the States (1976) when it suggested:

> Our society has a tendency to launch efforts towards solving problems of careers and life before the problems are carefully identified and defined.

With this in mind, I would like to discuss this important, all pervasive problem of preparing youth for the transition from the world of school to the world of work as it is emerging in both Canada and the United States. Let me describe it in terms of its manifestations in my area of specialization as a counsellor-educator very much interested in career guidance, career counselling and career development education.

In order to shed some light on this matter, I will discuss first what is currently being done by many school counsellors and other professionals, and why this assistance for an increasing number of youth has proven ineffective. Next, I will outline some of the underlying basic causes of this transition problem. Finally, I will propose a promising alternative approach for preparing many of our youth more adequately for their entry into the world of work.

Youth at Risk

First, I would like to examine the approach that is currently being employed by many school counsellors in providing assistance to youth moving into the workworld. Having scrutinized many techniques, methods and materials used in facilitating this transition, it seems to me that much of this effort seems to be directed towards helping our young people get answers to such questions as: "What are my interests and abilities? In what occupations can these be best utilized? Now and in the future what are the demands for these occupations? How can I prepare, enter, and advance in these occupations?" These are important questions that need to be answered. In providing answers to these questions, we have used tests, occupational monographs, college and university bulletins, career nights, field trips to business/industry, universities and colleges, as well as guest speakers. To further help these youth wade through this plethora of data we have also used computerized career exploration programs (CHOICES, VPIC, CAOE). To provide them with up-to-date information on the occupations surfacing as a result of this exploration, a computerized information system (SGIS) has been available in many Canadian centers.

Each year many of the graduates of our schools enter the world of work or continue their education at various postsecondary training institutions. By all accounts a considerable number of them later achieve success in their work and become responsible citizens. As a consequence we had good reason to believe that the preparation of these successful students was adequate.

However, as revealed by many surveys and reports, for an increasing number of other youth there seems to be mounting evidence that the preparation for this transition to the world of work has been less than adequate (Breton, 1972; Huff & Wright, 1974; Ahrens & Saint-Onge, 1977; Lennard, 1978; Canadian School Trustees Association, 1980; Mott, 1983).

The question that must be answered is why this approach has apparently been successful with some youth and not others. As one might expect there are no easy answers. After a great deal of soul searching and thought I have become convinced that the problem could may be partially attributed to the nature of this program. When one examines very closely the materials, techniques and procedures described above, there seems to be an implicit assumption that many of the problems youth encounter with their entry into the world of work would be resolved by careful planning at the high school level, and the use of up-to-date factual information about themselves and educational/occupational opportunities. In other words, there seemed to be a strong implication that the problem of these youth was fundamentally a lack of information. Furthermore, if this information was provided they should as a result be able to resolve most of their career concerns in a rational, logical manner. The question still remained as to why this approach had worked for some and not others.

As I see it now, this approach was particularly appropriate for youth who were fortunate enough to have had extensive, positive experiences (at home, school, part-time job...) to help them develop a relatively good understanding of themselves in terms of their talents, interests, and skills as well as confidence in themselves as persons of worth who stood a good chance of succeeding in the future world of work. Confident in this self-knowledge and their ability to make decisions, all they really needed to become operational was factual, rational, up-to-date information about themselves and promising educational and occupational opportunities. If this were the case, there was no question that for these fortunate youth, the program as previously described would go a long way to meeting their needs.

But would this approach meet the needs of other youth that I (and many readers, I suspect) have encountered in one-to-one crises career counselling sessions? If my experience with these clients has taught me anything, it is that many of their career concerns did not stem primarily from a lack of rational information. Their concerns were much more deeply rooted. Would career nights and guest speakers from various occupations do much for youth who have been conditioned by sad experience to look upon work as something they must do whether they like it or not? Would computerized career exploration programs used to surface tantalizing occupational alternatives only further frustrate them if they sensed that they had very little control over events leading to their future involvement in these occupations? What will be, will be, so why plan? Would logical rational information about possible educational and occupational opportunities be of any use to others lacking the skills and the confidence in decision making required to process this information in meaningful ways? Would up-to-date factual information about the world of work be less than helpful to those preoccupied with more pressing concerns about self-adequacy which are often associated with varying degrees of anxiety and expressed in such statements as "Am I good enough? Will they like me?" "How can I compete with others who are so good?" Would work experience and skill training be a disaster for still others who may experience difficulty in relating to fellow workers, especially those in positions of authority and/or who may be of a different cultural background?

The reader may inquire as to whether this disadvantaged group represents a sizeable proportion of youth. The answer seems to be yes. Conger (Director-General, Employment Support Services Canada) in a paper given at the First Congress on School and Vocational Guidance held in Madrid, Spain (May, 1984), highlights this for the Canadian scene when he suggests:

> "I say this because to plan for one's future requires that one believe that one does have a future worth preparing for. But many people do not feel that they have a future and indeed -- perhaps 40% of 15 year olds already believe that their lives are failures and the future holds only promises of loneliness, illness, jail, unemployment or poorly paid jobs working with people they do not like. It is not just the world around them that appears to be hostile and painful but equally important -- although perhaps I should say even more devastating -- is the fact that they are convinced they have no influence over their own lives."

These concerns seem to parallel those found in an earlier study done by Breton, R.; McDonald, J.; & Richer, S. (1972) involving a stratified sample of 150,000 Canadian youth. In this study, the percentage of youth thus affected was reported to be 33%. If we include those who, though they are less seriously affected, but nevertheless do have similar concerns in this area, this proportion may be as high as 50-60%. As previously discussed it would seem that the problems of many of these disadvantaged youth did not seem to stem primarily from a lack of information about the world of work. Also, as previously intimated, their problems were not only deeply rooted but also had serious implications for their future functioning in "making a living" as well as "living" itself.

The question may now be asked as to whether these concerns will continue to plague increasing numbers of our youth in the future. Again the answer seems to be in the affirmative. There is evidence that current trends towards increasing unemployment among our youth will exacerbate this problem. For example, Levine (1979), a Canadian, after surveying several reports and studies indicates that:

> There are suggestions that every one percent rise in unemployment leads to an exponential increase in such indices as mental hospital admissions, homicide and arrests and there is clinical evidence that high school dropout rates and youth unemployment are closely tied to crimes of violence, vandalism, delinquency, suicide and drug abuse. (page 6)

If this is so, what can we do to better prepare our youth for their entry into the world of work? First, it would seem important to recognize that the problems of many of these youth did not stem from a lack of educational and occupational information, but were more deeply rooted in terms of attitudes about self, others and work. Furthermore, their after school involvement in recent federal government proposals concerning skill training and job creation programs, though temporarily helpful in making their situation a little more tolerable, will for many do little in helping them utlimately resolve their more basic attitudinal problems about self, others and work.

With reference to the foregoing discussion, it should not be concluded that many counsellors, while providing educational and occupational information relevant to self and work, have at the same time ignored the more deep-rooted concerns of youth previously mentioned. Indeed, in the past they have employed many remedial and preventive approaches in helping these young people resolve some of their more personal, social and career concerns. There is no question that one-to-one counselling has been successful with some young people in helping them resolve some of these concerns. In attempts to reach even greater numbers, it is recognized that group counselling and peer counselling procedures have also been helpful with others. The use of educational programs centering around career planning and exploration, drug dependence, etc......appear to be helpful with still others. Though employed less extensively, efforts to bring about attitudinal change through deliberate psychological education (Masker and Sprinthall, 1970), values clarification (Simon, Howe & Kirschenbaum, 1972), moral education and variations of humanistic education (Alschuler, 1973; Bessel, 1979; Dinkmeyer, 1970; Kohlberg & Turiel, 1968) have, according to the literature, shown promise. This summary overview does not begin to list all the techniques, materials, and procedures that are already available and currently being employed with varying degrees of success by many counsellors. In spite of their ingenuity and success rate I wonder whether any one or all of these approaches combined will ever be effective in helping the large proportion of the population previously described as needing assistance with their more deep-rooted concerns.

Person and Environment Interaction

Could it be that in most of the attempts, previously listed, we have focused largely on the person and largely forgotten another important determiner of human behavior, namely, the environment? In so doing had we, for one reason or another, ignored to a large degree Lewin's (1951) notion that behavior is a function of the interaction between the person and environment, B = f(P,E). It would seem to me that the renaming of a unit in the California State Board of Education reflects a movement in this direction from person to environment. For example, in 1978 the head of this unit was designated as: Program Administrator, Pupil Personnel Services; later Program Administrator, Personal and Career Development (1980); finally as Director, Office of School Climates (1984). Likewise in my own province of Saskatchewan, the Minister's Advisory Committee on

Curriculum & Instruction Review (1984) appears to be focussing on the importance of environment when they report:

> ...parents believe school environment is an area warranting attention. There appears to be widespread dissatisfaction that the school system, particularly as it relates to high school, has become impersonal. There is fear that children are being deprived of a warm, loving environment at an early age.... The response among principals and teachers indicate a lack of understanding of the factors that influence school environments and the strategies for improvement. (page 51)

This shift in emphasis from person to environment has, I believe, some important implications for pupil personnel workers in terms of their future roles, responsibilities and training. In moving in this direction there is the suggestion that the counsellor's work is not finished when clients are freed from fears, inhibitions and phobias or when they ae provided with information about self, world of work, drug abuse, sex,...or when various kinds of humanistic education to effect changes in their attitude and behaviors are implemented. Further, the skills, attitudes and even the knowledge obtained in these sessions, workshops, and projects can in a short time become dysfunctional if on their return to the world of reality (be it the regular classroom, home, or the community) these young people are not continuously being encouraged and given practice in these areas.

In discussing this approach, Aubrey and Lewis (1983) suggest that "Counsellors of the 1980s and 1990s will need to recognize that the changes they should try to bring about are in the environmental factors that place their clients at risk for development of problems" (page 13). Joffe and Albee (1981) also point out that when people feel powerless to change their situations, their perceptions are often accurate. Furthermore, when therapists attempt to make them feel that they are in control, they are really moving them away from reality and towards a delusion. The solution, according to Joffe and Albee (1981) is that "to prevent psychopathology, we should not alleviate feelings of powerlessness by altering perceptions but by altering reality" (page 323).

A Proposal for Action

How might counsellors move in this direction? First it would seem important that they examine closely the nature of what they are doing to facilitate the transition of youth into the world of work. Close scrutiny, in many cases may reveal that much of what they are doing seems to be ignoring a vast body of theory and research generated by Super (1957), Tiedeman (1975) and others suggesting that career development and choice should not be treated as an event occurring largely at the high school level, but rather as an ongoing process extending over the entire life of the individuals. Also, this development can be described in terms of learning tasks which are differentially important at different life periods (Super, 1957; Havighurst, 1964; Tiedeman, 1975). Typical of these learnings are the developmental or management tasks outlined by Tennyson, Hansen, *et al.* (1975) and displayed in Table 1.

Furthermore, not only is career development modifiable, but efforts to intervene by counsellors and others in the process can accelerate or strengthen the acquisition of skills, knowledge and attitudes associated with this development (Super, 1957; Herr, 1976). In addition, this intervention needs to be started early in school and continued on an ongoing basis throughout high school and even into adulthood. As indicated in Table 1, this preparation requires not only helping individuals to acquire more information about themselves and the world of work, but also to acquire certain personal skills and attitudes with respect to self, others and work. The importance of this early learning becomes more evident when it is recognized that positive as well as negative attitudes inthese areas tend to start early and resist change (Krathwohl, Bloom & Masin, 1964).

With this in mind, we should not be surprised in Table 1 to see that a great deal of attention at an early age being devoted to promoting healthy attitudes about self, others and work as well as focussing on interpersonal and decision making skills. According to Naisbitt (1984) movement in this direction will be all the more important as we move into the technological era.

> What happens, is that whenever a new technology is introduced into society, there must be a counterbalancing human response - that is, *high touch* or the technology is rejected. The more *high tech* the more *high touch*. (page 35)

Table 1

Career Management Tasks

Attending Stages -- Grades K-3

1. Awareness of Self
2. Acquiring a Sense of Control Over One's Life
3. Identification with Workers
4. Acquiring Knowledge About Workers
5. Acquiring Interpersonal Skills
6. Ability to Present Oneself Objectively
7. Acquiring Respect for Other People and the Work They do

Responding Stage -- Grades 4-6

1. Developing a Positive Self-Concept
2. Acquiring the Discipline of Work
3. Identification With the Concept of Work as a Valued Institution
4. Increasing Knowledge About Workers
5. Increasing Interpersonal Skills
6. Increasing Ability to Present Oneself Objectively
7. Valuing Human Dignity

Asserting Stage -- Grades 7-9

1. Clarification of a Self-Concept
2. Assumption of Responsibility for Career Planning
3. Formulation of Tentative Career Goals
4. Acquiring Knowledge of Occupations, Work Settings and Life Styles
5. Acquiring Knowledge of Educational and Vocational Resources
6. Awareness of the Decision-Making Process
7. Acquiring a Sense of Independence

Table 1 (cont'd)

Organizing Stage -- Grades 10-12

1. Reality Testing of a Self-Concept
2. Awareness of Preferred Life Style
3. Reformulation of Tentative Career Goals
4. Increasing Knowledge of and Experience in Occupations and Work Settings
5. Acquiring Knowledge of Educational and Vocational Paths
6. Clarification of the Decision-Making Process as Related to Self
7. Commitment With Tentativeness Within a Changing World

Note: From Career Development Education by W.W. Tennyson, L.S. Hansen, M.K. Klaurens, and M.B. Antholz. American Personnel and Guidance Association, 1980.

New Roles and New Responsibilities

On the basis of the previous discussion, I believe we can make a good case for the facilitation of personal and social as well as career development on a K-12 basis for all children in our schools. If we accept the notion that all students are to have access to this program, it also becomes obvious, as Mitchell (1975) suggests, that counsellors can no longer be expected to assume sole responsibility for its implementation and delivery. Without increasing counselling staff members, which seems unlikely, much of the program will have to be taken over by others, namely regular classroom teachers, especially at the elementary school level.

Inasmuch as most teachers will have neither the background nor the inclination to become involved in promoting career development (Suhor, 1972; Caldwell & Caldwell, 1973), Mitchell (1975) suggests that highly skilled professional leadership in the area will be necessary. Thus she sees the role of some counsellors changing from one of delivering specific services to youth to providing this required leadership as program directors, consultants, staff developers, workshop organizers, curriculum designers, implementers and evaluators to whom teachers and other regular counsellors can turn for assistance. With this in mind, Herr (1972) and Mitchell suggest that counsellors in such positions will need to have a broad understanding of human development as well as competencies in curriculum development, implementation strategies, staff development and evaluation. For a more detailed account of a proposed leadership training program the reader may refer to Sankey (1983).

If, as previously indicated, the committed involvement of teachers is vital, then it is most important that they see this undertaking as something that is not only relevant to themselves and the community but also as something they can do and find rewarding. To achieve this goal of involvement may be no easy task for these counsellor leaders. However, as will be shown, there seem to be developing certain conditions that may facilitate movement in this direction. Let me explain.

Most teachers like to think that they are doing a good job and as a consequence they are liked and supported by students, parents and other members of the community. However, recent reports and studies on classroom climate, student dropouts and teacher burnout would suggest that this image of teachers may be changing.

With respect to dropout studies, what is particularly pertinent is not so much that young people continue to withdraw early, but the current pattern of reasons they are giving for leaving. Whereas the most common reasons in the 1920s centered around economic and survival needs, today they are focused around their dislike for schools and teaching staff. This trend has been born out by studies summarized by Hewett and Johnson, 1979 for the American scene and the Canadian by Cipywnyk, Pawlovich and Randhawa, 1983. With a steadily increasing influx of native Canadians in our Canadian public schools (and likewise Hispanics in the southern United States) with cultural values and priorities much different from more of the teaching staff, this situation, it is anticipated, may very well intensify (Littlejohn, 1983).

Other studies in the area of classroom climate (school environment) previously mentioned are suggesting these negative attitudes in varying degrees towards schools and teaching staff may not be only confined to these dropouts but in fact may be held by a sizeable proportion of all students in our schools. (The Ministers Advisory Committee on Curriculum, Regina, Saskatchewan, 1984.)

In view of the previous discussion, does this indicate thay many teachers have on purpose become seemingly uncaring? I think not! They do care! Rather, in attempting to meet emerging conflicting needs and demands of the job, teaching today has become very stressful. This in turn has brought about a condition of emotional exhaustion and cynicism in many teachers (Kyriacow & Sutcliffe, 1978). This syndrome, called burnout, often "involves a gradual loss of concern for other people and the development of callous and even dehumanizing attitudes towards them and it can sometimes result in negative feelings about oneself as a professional" (Pines & Maslach, 1980, page 6).

Caught in this situation, what can teachers do? One way is to fight back and demonstrate their effectiveness, in view of the previous discussion this may be no easy task. The other alternative is to focus on a need that the community deems very important. There is no question that next to the precarious state of our economy, the related problem of unemployment is critical, especially for youth. It is suggested that teachers, by their involvement in the program, can to a degree demonstrate their relevancy, compassion and competency in helping youth better prepare for "making a living" and "living itself."

Finally, in the interest of brevity, mention will be made of techniques, materials, and methods as well as programs that may be used to promote this development. Literature in the primary prevention area is one such valuable source. Recent issues of the Personnel and Guidance Journal (May and June, 1984) devoted to this area are very useful, as are bibliographies prepared by Aubrey (1981); Shaw (1982); Miller (1981). Much that has been developed in the area of career education likewise can also be used effectively. The latter includes many publications developed by the University Missouri-Columbia and The National Center for Research in Vocational Education at Columbus, Ohio, Minnesota Department of Education and the University of Minnesota.

Summary

In the foregoing discussion, it was pointed out that despite a great deal of effort being put forth by schools and government agencies, an increasingly large proportion of Canadian youth have and will continue to experience difficulty in making the transition from the world of school to the world of work. This problem for many of these youth, it was suggested, did not stem primarily from a lack of educational and occupational information but was more deeply rooted in terms of attitudes about self, others, and work as well as interpersonal and decision making skills. Many career guidance programs offered at the high school level as well as proposed government skills training and job creation programs though temporarily helpful, will do little for youth whose more basic needs relate to attitudes about self, others and work. Many of these short term programs stressing largely cognitive information and the acquisition of job skills and experience have and will continue to fail because they have ignored a great deal of theory and research suggesting that career development is a lifelong process and is dependent upon corresponding development in personal and social areas. As a consequence, for these interventions to be effective, they need to be started many years before children enter the high school and be continued into adulthood. Also it was suggested that many attempts by counsellors to help youth with these more deep-rooted personal and social concerns have, on a short term, been helpful. However, it was pointed out that attitudes, skills and knowledge developed in these areas will become largely dysfunctional, if on their return to the world of reality (be in the classroom or community) these young people are not continuously being encouraged and given practice in these areas.

To avoid this discontinuity, it was suggested that much of this development could be better facilitated and nurtured at the school level by teachers in conjunction with the teaching of all their regular classroom lessons. This is not to suggest that effective teachers are not already involved in promoting some aspects of this development. Many are. To encourage more teachers to become involved in this important undertaking will require dynamic leadership. At the inservice level it was suggested that some counsellors (or others) may provide the leadership by changing their roles from delivering specific services to youth to acting as program directors, consultants, staff developers, and workshop organizers to whom teachers could turn for encouragement in implementing strategies, techniques and materials to promote development in these personal, social and career areas. At the preservice level it would also require that Colleges of Education include similar training for all teachers.

At first sight, it would seem that movement in this direction will call upon educators to make some fundamental changes in their thinking about the purposes of education. In reality, it is calling for attainment of goals that have almost always been mentioned by educational leaders in drawing up goal statements for their school systems. In spite of this consensus, Krathwohl, Bloom & Masin (1964) report that, for one reason or another, in contrast to cognitive development (information acquisition) the attainment of goals in the personal (affective) and social domains have consciously or unconsciously been neglected. This neglect, Naisbitt (1982) suggests, will make it increasingly difficult for youth as they make their transition into the technological era.

Finally, it is recognized that the implementation of program outlined in this paper, calling for important changes in terms of content, process and staffing, will present a challenge. However to do less, may insure that a continuing large proportion of our youth will not be prepared for "making a living" or "living" itself.

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A NEW ROLE FOR COUNSELLORS

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In their book, Improving Guidance Programs, Norm Gysbers and Earl Moore define life career development as self-development over the life span through the integration of roles, settings, and events in a person's life.[1] While Gysbers and Moore are writing about individuals, an analogy can be drawn to the "life" of the counselling profession in order to better understand our role as counsellors.

What is meant by the term role? Dictionaries are of little help. One defines role as duty or function. Such a definition still begs the question - what are the duties of counsellors? A second dictionary suggested role as being any assumed character or function. That was better since it triggered a few images. Many of us, for example, who grew up in the '50s, tried out for the role of Joe Cool. Ducktails were in, pants had a pink stripe down the leg and a four inch drape. Belt buckles were worn at the side (we were looking around). Long sleeve shirts were required, collar up, but no yellow on Thursday's. Every lunch period, we would rush outside to a bridge near school, smoke cigarettes, and look tough. We always succeeded in getting some apprehensive or hostile looks from passing motorists.

You can probably remember similar roles. And today you can describe how you act as a teacher, counsellor, husband, wife, parent. Super speaks of the process of career development as the trying on of a number of roles. Like trying on clothes, if the role fits, feels comfortable, we keep it; if it doesn't, we discard it. Notice also that each role is related to a particular setting and a particular event in your life.

Consider the settings in which counsellors work and the events which are helping to shape our role as counsellors. To begin with, futurists present us with a vision of the future - a possible world that is somewhat frightening but also certainly challenging. An aging population. Slower economic growth roles. World-wide unemployment. Serious constraints on major corporations. The electronic revolution. Robots. New concepts of work and leisure as computers transform lifestyle.

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[1] Norman C. Gysbers and Earl J. Moore. Improving Guidance Programs. Englewood Cliffs, N.J. Prentice-Hall, Inc. 1981.

In her address to the OSCA conference in 1982, Lynn Hall noted that careers in the information sector make up 47% of the labour force, service makes up 27%, manufacturing 23% and agriculture 3%. Information and service are increasing while the other two are in decline. What is astonishing to note is that information passed manufacturing as a percentage of the labour force in 1957. Service passed manufacturing in 1978. As Ms. Hall points out, the new technology will mean new jobs in such areas as telecommunications/information processing, materials/synthetics, biophysics, bionic-electronics, robotics, alternative energy, laser/holography. Such information has major implications for our role.

One additional image is important to consider - the Third Wave. Toffler suggests that the old production and trading of goods and services is obsolete and will be replaced by services and information. High tech industries of the computer, the chip, bio-sciences, oceans and space will replace steel, coal, rubber. We are watching the start of all this with the decline of the major auto manufacturers. Toffler profiles the Third Wave person as one who will be highly educated, be in better health, have high communication skills, have a shorter period of adolescence as the concept of recurrent education becomes more popular. He may be a prosumer - a person who does his own work at home.

Consider now another scene - an image of today's youth in today's schools. What we see is a montage of drugs, liberalized sex, vandalism, absenteeism. Teachers facing large groups of unmotivated students, who cannot or will not study, for whom everything is boring. For these students, boredom is a cover for the frustration of maturing early and being locked into the constraints of a second wave education, and a cover for the fear of a future for which they are not being prepared. They have poor life skills and are dependent. Often they do not feel loved at home. Only 3% of our students come from a traditional home where the mother is at home. 50% come from single parent families. In 1954, 60% of students entering a secondary school achieved a high school diploma. By 1965, this percentage had risen to 70%. Since then, that figure has not moved despite a succession of government initiatives such as, in Ontario, the Robarts Plan, Hall-Dennis, and lately the Secondary

Education Review Project. The problem is that we have transformed school from the pursuit of a good to a required defense against personal disaster. A student has to go on; therefore school is less worthwhile. 65-70% of our young people do not go on to post-secondary education yet that unemployment rates decrease with the amount of education.

In 1974, at a convocation at McMaster University, Sylvia Ostray, who at that time had a high federal position in economic planning, addressed the graduating class. In her address, Mrs. Ostray projected that by 1982, there would be 2½ million graduates from the various institutions but only one million jobs. Today, we do in fact have an unemployment rate of 1½ million. It is not so much that our young people are unemployable as it is that there are no jobs. And that there will continue to be no jobs.

Next image. The designated hitter for this mess. She or he is faster than a micro-computer printout. More powerful than a ministry directive. Able to leap through an office full of paper in a single bound. It's Super Counsellor. This model for the 80's come fully equipped with Ivy's micro-counselling techniques, Roger's mouth, a super self-concept. She or he comes from one of Roe's warm, accepting, loving families. And she or he has the Holland codes emblazoned on her/his costume.

Often if looks as if we will have to accept this role of Superman to cope with all our responsibilities. Four years ago, the Association of Large School Boards of Ontario asked David Dineen and associates to study guidance services in Ontario. One of his findings was a list of responsibilities that reached 8 typed pages single spaced outlining tasks that ranged from teaching a credit course to giving out bus tickets. Bus tickets?! One has to wonder about the perception of a counsellor's role in that school. Perhaps in addition to spiffy tights and a cape, Super Counsellor should wear a Toronto Transit Commission cap.

That responsibility grows from the current philosophy of guidance which states that if we don't know what it is, it must be guidance. And there is more to come. We are confronted with special education, coop education, adult education, life skills programs, compulsory credit courses, computers, developmental models, sex-role stereotyping, multiculturalism, and enough paper to turn an Ottawa bureaucrat green with envy.

So our hero tries to be Superman. However, in trying to assume that role, he or she ends up looking like Ralph Hinkley, the hero of a TV show called The

Greatest American Hero. Ralph looks good on the ground, has a colourful pair of tights an an elegant cape. However, when he attempts to fly, he is out of control, bouncing off buildings, tearing through trees, and crash landing beautifully on his nose.

The result of taking on such a role is great stress - and we have invented a nice piece of jargon to justify both our misery, and our lack of coping skills - burnout. A cute term. It provides an image of a Counsellor, charred and withered beyond recognition - and this poor little used match-stick of a man, this burned out shell staggers down the halls, bouncing like Ralph Hinkley from wall to wall, off to meet with the local school's breed of sweat hogs.

What is our role as Counsellors? Erickson speaks of adolescence as the time when a youngster experiences considerable role confusion as he struggles to find his identity. Perhaps the profession of counselling is in its adolescence for we are experiencing considerable role confusion as we try to find our identity as a profession. The danger is that if we don't soon find it, we, like too many of our youngsters, will commit professional suicide.

Fortunately there is a way out of our dilemma but it requires no less than a complete restructuring of what we have seen as our approach to our jobs. This new role will have to be centered firmly on two concepts - the teaching of life skills - and accountability.

Consider this scene. You are at a party and many people are about to become new acquaintances. You strike up a conversation with a lovely woman, or with that handsome young man. This person turns to you, gazes into your eyes, and asks "And what do you do?" "I'm a Guidance Counsellor at Krypton Secondary." "Oh, you're in Guidance." One of two things happen. The eyes may glaze over, and she or he starts looking over your shoulder for signs of rescue. Or, she or he becomes aggressive and says "My Counsellor was a jerk - I hope things have improved since I was a student." Now that is a very consistent image, and not one held just by older people. We have to improve our image.

The need for our services is there. A large number of needs assessment studies have documented it. The Ontario Ministry of Education has suggested the model for change since 1977. And they have recently rewritten the guideline to further confirm the needed direction. Various educational groups, including the Canadian School Trustees Association, have pointed out the need for Counsellors provided they take on a new role.

Perhaps the place to start with improving our image is to begin to think of ourselves as educators, not just as Guidance Counsellors. Guidance for too long has been considered an ancillary service, an extra, a fringe benefit populated by nice people who in the absence of a credible program were only too willing to take on administrative tasks. The problem with this role today is that computers can handle paper much more efficiently.

If we see ourselves as educators, we will try to meet the needs of students by developing programs, by teaching as well as by counselling. Guidance under this model will become an integral part of the educational process because it will have a curriculum. Our choice in a time of budget cuts and accountability is whether we will be essential partners in the educational process or expendable parts. We are in charge of our destiny. Whether we become partners or spare parts depends upon whether the Guidance program is offering necessary and appreciated services. It depends on the accountability of the program. It depends on an organized, cohesive, publicized guidance curriculum.

But if this is to happen; a number of changes will have to occur. For a number of years, counsellors used the Parsons' model, which was popularized in Ontario by Morgan Parmenter, as a theoretical base to develop very narrow ocupational guidance programs. For many counsellors, the current emphasis on career education means a swing back to this kind of guidance. However, the change is actually away from this and toward emphasizing guidance in lifestyle terms. As educators we must be preparing students for life; we must teach them the skills they will need to be successful in life.

In the second stage of our development as a profession, we adopted a psychotherapeutic model of counselling. We all learned to reflect feeling and to say "un huh" in very meaningful ways. The model emphasized relationship skills on the part of the counsellor/therapist and self-awareness and actualization on the part of the client/student. The approach was of some benefit to students with emotional problems of guilt, worry, self-doubt. But it was inadequate at handling the social and behavioral disabilities associated with emotional difficulty. It is interesting to note that many psychotherapists have begun to move towards mental health programs, often called social skills programs designed as a preventative approach. They have done this because psycho-emotionally disabled people are never fully rehabilitated through therapy and have a 60-70% recidivism rate. Social skills programs tend to emphasize such skills as assertiveness training, interpersonal life skills, relaxation, leisure counselling, financial counselling and goal setting. Some programs deal with very specific skills such as how to deal with a nasty landlord or how to prepare nutritious meals on a welfare budget. No cures are available - but a lot of coping skills are developed. Similarly our second change should be away from psychotherapeutic models and towards using the concept of life career education as a means of helping students acquire self-awareness and personal meaningfulness.

The third change is really an implication of the first two. If we see ourselves as educators, and as we become involved in curriculum, we will move away from an emphasis on one-to-one interaction with a student/client in an office. More and more we will become involved in the broader environment of the classroom.

Thus counsellors will no longer operate as an isolated professional worker. Instead we will change toward operating as part of a career education team. It is apparent that we don't have a monopoly on life skills nor can a school staff expect the counsellor to be the only one who deals with career education.

The counsellor, however, will be placed in a leadership position in the school simply by virtue of our training and expertise with a variety of life skills. Thus, the fifth change will see the counsellor less as someone who helps students adjust to the existing curriculum and more as the person who has a major influence on curriculum design. We will become consultants to staff on a variety of areas related to interpersonal skills, self-awareness, life skills, and career planning.

In order to facilitate the development of students' coping skills, we will have to get them outside the artificial confines of the counselling office - and outside the confines of the school. Thus we will see a change toward greater involvement of counsellors in the community. We have already begun to see evidence of this with the coop programs, various work experience programs, and with career week.

Finally, the advent of micro-computers and their introduction into guidance departments will spell the end of the counsellor as administrator and as the source of career and educational information. Now the counsellor will be able to use computer technology as an aid in providing effective guidance programs. The obvious benefit here is the freeing of counsellors to work with students in individual and group programs. Computer assisted instruction will also add to the time available.

There appears to be at least two important and immediate implications of computers for counsellors and educators. First, a role for us will grow from a new concern - ergonomics. Ergonomics is the study of the relationship between people and machines. Students and workers may well experience considerable alienation because of the new gadgets with which they will have to communicate. Stress will likely increase as a result of increased responsibility for expensive machines - not to mention the stress of gaining the high academic qualifications necessary for entry into high tech occupations. Counsellors would appear to be the ideal professionals to help with the study of ergonomics.

The second implication is more threatening. Computers will change the entire nature of education for they will accelerate a move towards competency-based education. Computer assisted instruction deals with competencies and a computer is programmed to prevent a student from advancing to a higher level until he has mastered competencies at a lower level. Counsellors obviously will have to identify the life skill competencies that students should have - and teach them well.

Let me conclude with a final vision. I believe that life in 2001 will be as different from 1985 as life in 1985 is from 1901. That kind of accelerating change will create an incredible amount of societal stress. And therefore, I am convinced that the primary need for human beings in the Third Wave era will be for life skills. If we are to avoid revolution, we must teach people in all age groups decision-making skills, self-management skills, interpersonal-human relations skills, goal setting and planning skills including the effective use of increasing periods of leisure time.

This is not to suggest that guidance counsellors will become the saviours of this new age. However, we will have an important role to play as the school curriculum is changed and developed around the concept of life skills. And as recurrent education becomes more of a reality, the local school guidance office can become the community counselling and career education centre. Our clients will not only be students in the traditional sense but Canadian citizens in all age groups, at all stages of career development, and at all levels of learning ability. We will have to be competent in helping these people make the best use of what they have. And we will be the referral agency for those whose difficulties and personal challenges go beyond our capability to help. We therefore will work not only as part of the school's life career education team but also as an integral part of the community mental health team.

Such a future will be challenging - but as I've noted before, it will be exciting and rewarding. Our public image will improve. But we must start now and take control of our own destiny. If we don't, we will cease to exist as a profession. If we do, we will grow as a unique group of professionals.

Robert Browning once wrote that:

> "A man's reach should exceed his grasp, or
> what's a heaven for."

As a profession, we must reach for our new role. Only then can we help meet the needs of the next generation of Canadians.

THE OTTAWA BOARD OF EDUCATION'S CAREER AWARENESS PROGRAMME

Jean-Marc Cantin
Career Education Curriculum Officer

The decision to establish a Career Awareness Programme within the Ottawa Board of Education goes back to the 1980-81 school year. At that time, Board administrators, at the request of trustees, were looking into the need to provide students with assistance in learning how to prepare for access to a career and the world of work. As a result of these discussions, the position of Career Education Curriculum Officer was added to the list of Programme Department consultants. Starting in September 1981, it became the responsibility of this person to assist classroom teachers, in particular, with the integration of career awareness components in the different subject areas of the elementary and secondary schools, both French and English.

Because of the scope of the programme, it was made clear that the work would focus initially on the intermediate level, beginning with grade 7 and grade 8 students. It was further decided that the Curriculum Officer would be responsible for the preparation and implementation of career awareness units to assist teachers in the delivery of the programme.

Exploring Occupations

Thus did the grade 7 programme entitled EXPLORING OCCUPATIONS slowly emerge! It was introduced formally as part of the grade 7 Language Arts curriculum in September 1983, after having been tested in a limited number of French and English classes, including immersion, during the previous school year.

EXPLORING OCCUPATIONS requires between sixteen and twenty hours of instruction time completed in a series of stages.

During the first stage, it is the responsibility of Language Arts teachers to introduce and develop the conceptual frameworks and the inquiry skills basic to the programme. Following this, the focus shifts to the actual investigation of occupations within the context of the different subject areas that comprise the curriculum. At this point, it is expected that subject area teachers will provide students with an opportunity to further enhance their skills by exploring careers to mathematics, in music, in science, etc. This phase of the programme is also concerned with demonstrating to students how the study of a particular subject area provides an opportunity to acquire practical work-related skills that prepare for access to the occupations under study, thus adding a sense of relevancy to actual classroom learning activities.

The originality of the grade 7 programme rests in its approach to the career exploration process itself. It focuses directly on the need to provide students with both the knowledge and skills required to define the nature of an occupation, to compare different occupations effectively, and to retain career possibilities that appear best suited to meet the interests, abilities and aspirations of individual students. Such skills range from the ability to ask pertinent questions in order to gain accurate information about specific occupations, to the more complex skills needed to organize the information so that it can be systematically analyzed and evaluated.

It is important to note that the methodology proposed in EXPLORING OCCUPATIONS lies in the implementation of comparison skills developed by working with comparison frameworks.

These comparison frameworks contain a set of seven predetermined questions or criteria used to discover the nature of an occupation and to identify the skills, education and training required to enter and progress through the occupation while providing a summary view of the working conditions that prevail. The questions direct the inquiry; in answering them, the student investigates not only one occupation but simultaneously acquires a basis for comparison with any other job. Having acquired the information and stored it within the framework, the student then proceeds to process it by considering the analysis questions that appear at the bottom of the framework: how are those questions alike? how are they different? what do I find most interesting about each of these occupations?

One of the many problems met in designing the programme was to ensure that grade 7 students could gain easy access to accurate information about the occupations under scrutiny in language appropriate to their reading level. To meet this problem, a set of Career Fact Sheets was prepared and widely distributed to teachers. On any such sheet, the student can expect to find sufficient information to answer most questions on the framework.

To assist teachers in the delivery of the programme a set of nine student booklets were developed. Three of these work units deal specifically with the introduction of comparison frameworks. The others present auxiliary topics such as self-awareness (exploring interests and abilities), an introduction to "employability skills (Special Skills for Special Jobs), classifying occupations in clusters that require similar skills in working with data, people or things and the concept of change in the world of work (Jobs: Yesterday, Today and Tomorrow). In preparing these booklets particular attention was paid to Board policy on sexual stereotyping an multiculturalism. Along with the booklets, a series of large size posters, some of them laminated for continued writing and erasing, and a Teacher's Manual are provided to demonstrate a step-by-step introduction to EXPLORING OCCUPATIONS.

Making Decisions

The grade 8 component of the Career Awareness Programme is entitled MAKING DECISIONS. Its purpose is to assist students to acquire the skills, knowledge and attitudes required to select an appropriate secondary school programme. Developed as a sequel to the grade 7 programme, MAKING DECISIONS will help students build and expand upon the inquiry skills by using similar frameworks to compile and scrutinize information relating to secondary schools and programmes.

The grade 8 programme is initiated early in the school year when students begin a series of lessons, taught by guidance counsellors, using a series of nine work units, the purpose of which is to assist them and their parents gather, store and process information relevant to the selection of an appropriate secondary school programme. These decisions deal with four distinct but related phases in the long-term decision-making process.

Phase I focuses on the determination of personal criteria that influence the decision to be made. During this phase, students will address such questions as: what are my personal goals in life? How do these goals impact on the choice of a career and an occupation? How can exploring my interests and aptitudes assist me in selecting an appropriate secondary school programme?

Phase II examines the alternatives available to students in terms of secondary schools, programmes and courses offered by the Ottawa Board of education. This phase of the programme also leads to consideration of outcomes of such programmes and courses in terms of post-secondary education and training as well as access to occupations. Students are also provided with updated information concerning apprenticeship programmes, colleges of Applied Arts and Technology as well as universitites. Again, information is provided to assist students to link such post-secondary programmes to professions and occupations. A work unit has been prepared to familiarize students with secondary school subjects and the different levels of difficulty at which such courses are offered and, once again, stressing the types of post-secondary programmes to which such high school subjects give access. A different unit explores the many different types of secondary schools operated by this Board (academic, composite, vocational, French, English, bilingual). Different types of programmes (academic and otherwise) are also clearly identified.

During Phase III students are exposed to a process of selection they can implement by using criteria and alternatives within a comparison framework to select the secondary school and programme best suited to individual needs.

Phase IV of the programme allows students to review the decisions made by applying a final framework in consultation with parents.

By the time students have completed this twenty-hour programme (which is just prior to the time when secondary school "option sheets" must be completed), it is expected that they will be able to state their choice of programme and provide reasons for their choice.

The ability with which grade 8 students can complete this statement is, in the minds of those responsible for MAKING DECISIONS, a clear indication as to the success of the program.

A POSITION PAPER FOR CAREER GUIDANCE

Ev Brown
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RATIONALE

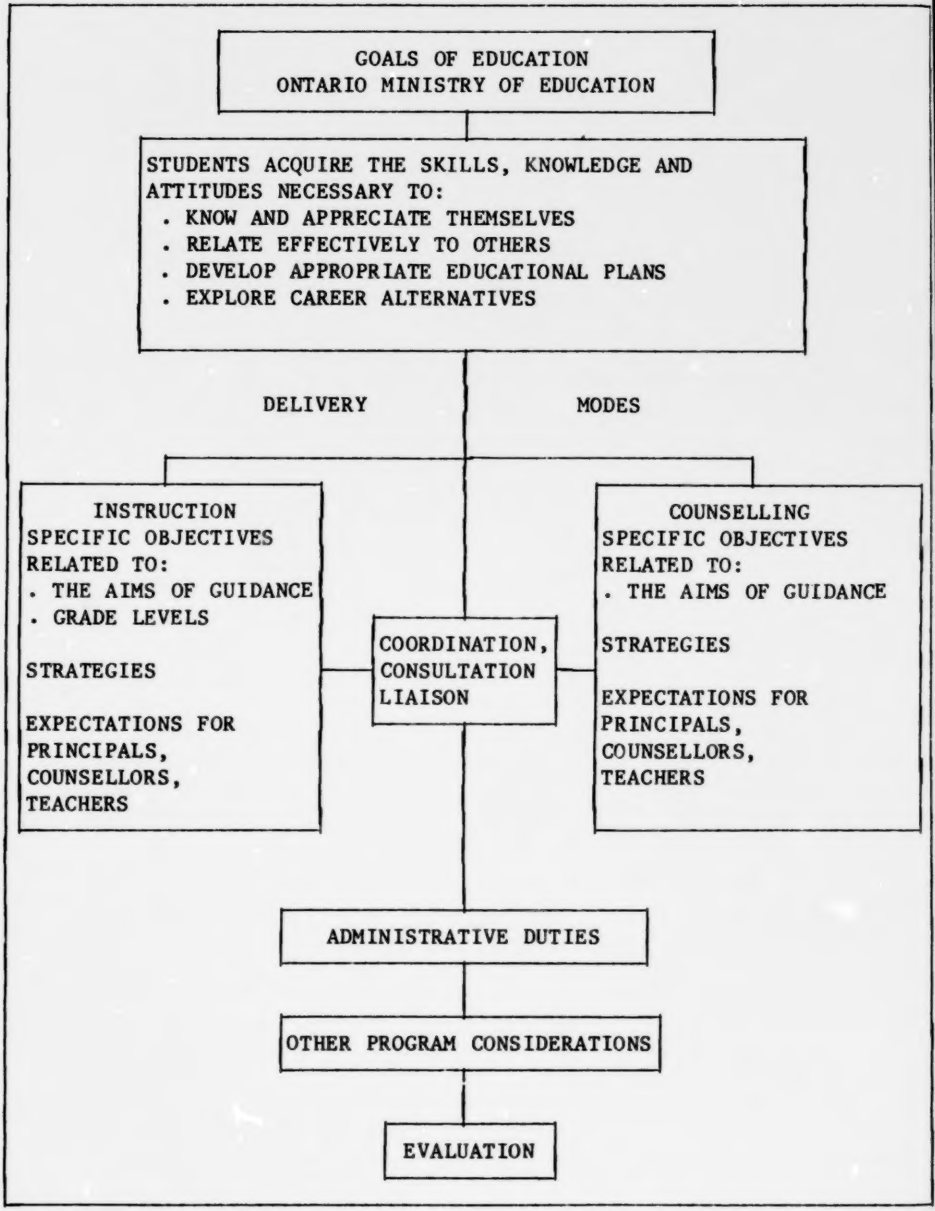
The very complexity of our future social life in the last years of the twentieth century has created a need for an effective guidance program. The constantly changing demands within society are being brought to the attention of educators. Many of these needs were formalized in the Ontario Ministry of Education document Issues and Directions. In this document, definite societal norms expected in Ontario's future were outlined:

- continuing inflation and financial restraint
- a decline in job opportunities for the highly educated and the underskilled youth
- an aging population
- the gradual replacement of the nuclear family by alternate family structures
- more sophisticated and accessible data processing techniques and electronic media
- the need for an expanded concept of education that goes beyond formal schooling
- shifts in the existing economic balance in Canada
- continuing difficulty in making accurate labour market forecasts
- increased need for individuals to adapt to a variety of career patterns and lifestyles.

Although other issues, such as the nuclear threat, continued terrorism and a greater need for environmental control and conservation of natural resources are addressed, the above list does dramatically reflect a changing society. We must guide carefully our students who face the future with hope and frustration and who are struggling to become successfully functioning individuals.

In keeping with these changes, the Ontario Ministry of Education in its rationale of the Guidance 1984 Curriculum Guideline for Intermediate and Senior

FIGURE 1: OVERVIEW OF GUIDANCE 1984
ONTARIO MINISTRY OF EDUCATION


GOALS OF EDUCATION
ONTARIO MINISTRY OF EDUCATION
STUDENTS ACQUIRE THE SKILLS, KNOWLEDGE AND ATTITUDES NECESSARY TO:
. KNOW AND APPRECIATE THEMSELVES
. RELATE EFFECTIVELY TO OTHERS
. DEVELOP APPROPRIATE EDUCATIONAL PLANS
. EXPLORE CAREER ALTERNATIVES
DELIVERY
MODES
INSTRUCTION
SPECIFIC OBJECTIVES RELATED TO:
. THE AIMS OF GUIDANCE
. GRADE LEVELS
STRATEGIES
EXPECTATIONS FOR PRINCIPALS, COUNSELLORS, TEACHERS
COORDINATION, CONSULTATION LIAISON
COUNSELLING
SPECIFIC OBJECTIVES RELATED TO:
. THE AIMS OF GUIDANCE
STRATEGIES
EXPECTATIONS FOR PRINCIPALS, COUNSELLORS, TEACHERS
ADMINISTRATIVE DUTIES
OTHER PROGRAM CONSIDERATIONS
EVALUATION

Divisions has stated that today's students have a definite need for effective guidance programs in the schools.

As guidance counsellors we have a definite commitment to students to provide them with career education. The term career education no longer implies preparation for a job or occupations.

A career is now considered to be the total series of roles and work experience a person may become involved in throughout life. This would include schooling, continuing education, employment, unemployment, leisure, parenting, and retirement. Career education is a systematic approach to activities and experiences designed to increase total life satisfaction. This self-actualizing, as Abraham Maslow might infer, would include increased knowledge of self, respect for others, fruitful occupations, training paths, job search skills and successful decision-making strategies. Career education must be designed to integrate the worlds of work, education, leisure, and community.

With the obviously accelerating rate of technological advancement, our youth can expect to change occupations a number of times in their adult life. Career choice, therefore, is not the single event it was in the past, but a life long process of growth and development of the individual. Parents and the community at large must remain a resource for support and advice. Both these groups have made it clear to educators that in today's complicated and changing world they want and need more extensive help for students in our school system. Many young people are basing their decisions on inadequate information and unrealistic expectations.

If the school system is to contribute to the employability of youth, it must ensure that Ministry or Department of Education guidelines are being implemented. The guidelines in Ontario clearly state that career education is the responsibility of the entire school. To be effective, the career education effort must be coordinated, integrated and supported by everyone. This task of implementing is far too great for guidance counsellors alone. Their role should be to initiate, support and complement the school's total career education effort.

The focus is career development rather than career choice. Many students will have several jobs in a life time, not just one. We must help students to cope with stress involved in preparing themselves for the future.

The image of the educated person of the future is the self-directed problem solver. Students cannot direct their own lives until they have:

(a) a positive self-concept
(b) knowledge of their potential
(c) motivation to fulfill their potential
(d) well laid out career plans.

As educators we must become more aware of the intellectual, social, cultural and emotional needs of our students. Through the guidance program we can address these needs.

Education Goals for Ontario Schools

The following Educational goals for Ontario schools have been outlined in the Curriculum Guideline for the Intermediate and Senior Divisions - Guidance 1984 and in Issues and Directions.

1. To develop a responsiveness to the dynamic processes of learning.
2. To develop resourcefulness, adaptability and creativity in learning and living.
3. To acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols.
4. To develop physical fitness and good health.
5. To gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression.
6. To develop a feeling of self-worth.
7. To develop understanding of the role of the individual within the family and of the role of the family within society.
8. To acquire skills that contribute to self-reliance in solving practical problems in everyday life.
9. To develop a sense of personal responsibility in society at the local, national and international levels.
10. To develop esteem for the customs, cultures and beliefs of a wide variety of societal groups.
11. To acquire skills and attitudes that will lead to satisfaction and productivity in the world of work.
12. To develop respect for the environment and a commitment to the wise use of resources.

13. To develop values related to personal, ethical or religious beliefs and to the common welfare of society.

The Aims of Guidance

The aims of guidance are derived from the goals of education. They reflect the specific guidance areas that assist students in the attainment of the broad curriculum goals. The guidance program must provide opportunities for students to acquire the skills, knowledge and attitudes necessary to:

(Primary/Junior Division)

- develop a sense of personal identity and an understanding of their own potentialities
- learn to respect the individuality, rights and needs of others
- develop and maintain confidence and sense of self-worth
- develop career awareness by looking at workers and their interdependence

(Intermediate/Senior Division)

- know and appreciate themselves
- relate effectively to others
- develop appropriate educational plans
- explore career alternatives

Models of Delivery

Besides the more traditional approach to guidance, individual counselling and several other approaches can be effectively utilized. When fully developed and implemented, they make guidance a viable force in education and an exciting subject. Gleaning through the various documents, current literature and curriculum idea packages, a wide variety of methods are available. However, Collins, Studd and Wallace in Directions, offer one overall approach.

In the Life Career Model, the process of career development is outlined. The model (Figure 2) presents a plan over time. First the person becomes aware of certain areas of information. The next stage is a focussing on needs through counselling or counselling programs, or simply because a student is moving through a developmental stage. Once a need is identified, the person will be aware of the accompanying need for specific knowledge which, in turn, prompts a desire to develop life skills, make decisions and set future goals.

The process model (Figure 3) focuses on six areas. Competencies to be developed in each area become performance objectives of the guidance program.

FIGURE 2: CAREER MODEL

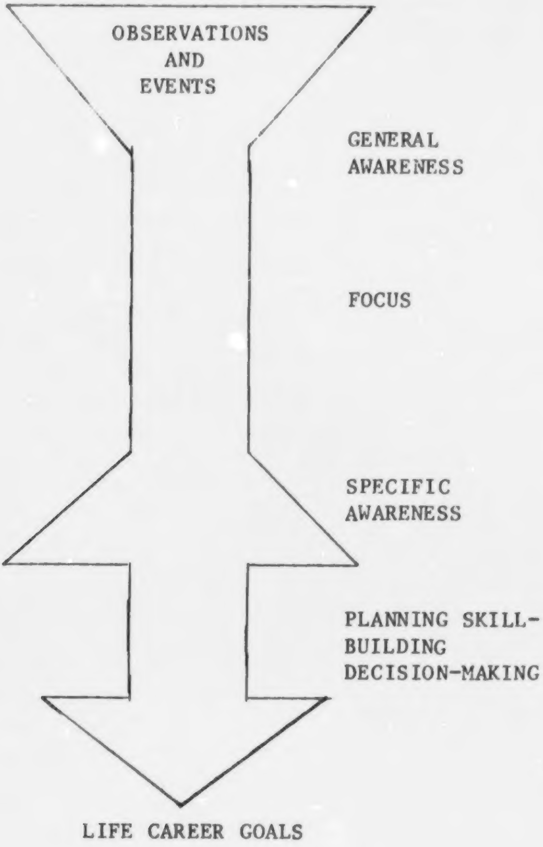
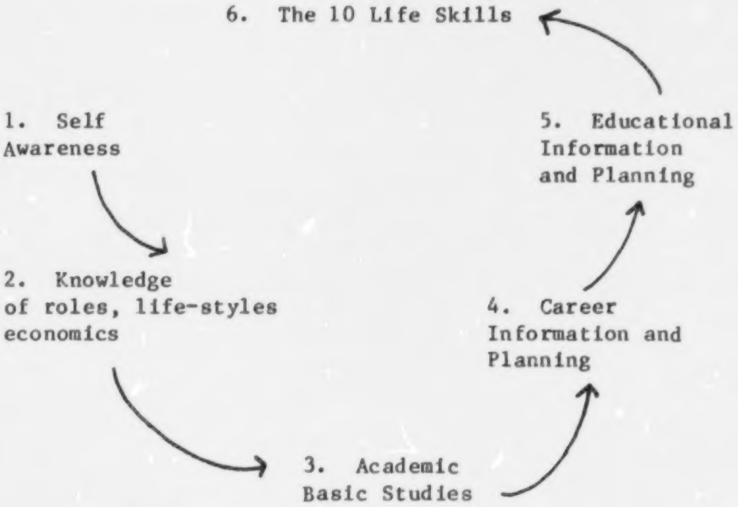

OBSERVATIONS
AND
EVENTS
GENERAL
AWARENESS
FOCUS
SPECIFIC
AWARENESS
PLANNING SKILL-
BUILDING
DECISION-MAKING
LIFE CAREER GOALS

FIGURE 3: PROCESS OF CAREER MODEL


6. The 10 Life Skills
1. Self Awareness
5. Educational Information and Planning
2. Knowledge of roles, life-styles economics
4. Career Information and Planning
3. Academic Basic Studies

Educators then use the model to develop guidance implementation strategies to provide the knowledge and skills in each area and to help students make effective decisions. These might include:

1. Credit courses
2. Cooperative education, which provides an in-school component of career development/life skills
3. Linkage, which aligns subject content of secondary schools with training offered at colleges
4. Peer counselling
5. Infusion which adds career development aims to each subject curriculum
6. Individual learning packages
7. Computers which provide information and career search through such programs as Choices, Career Factory and PC Directions.

Staffing Implications and Costs

Needless to say, any new initiative in education will cost money. In order to provide adequate staffing, guidance counsellors should be employed on a ratio of 1:250 students in both elementary and secondary schools. Many secondary schools do have a number of counsellors on staff. However, very few elementary schools, except in some large urban areas, have a counsellor as part of their staffing complement.

Beyond staffing costs, other costs would include:

(a) rooms to serve as a counselling office, resource centres and group counselling areas
(b) equipment costs would include desk, chairs, small table, shelves, file drawers
(c) resources to include teacher packages, books, audio-visual kits, texts and inventories
(d) professional development funding to provide money for in-service workshops and conferences for teachers to improve their skill and awareness levels in all areas of the guidance program.

Evaluation Techniques

Evaluation must be on-going. Annual mini-reviews should be conducted with major revisions planned for every three to five years. In Improving Guidance Programs, Gysbers suggests two types of evaluation. One is called process evaluation, the other is product evaluation.

Process evaluation does just what the name implies. It is the evaluation of the processes used in a comprehensive, developmental guidance program to help students attain outcomes of the program. Process education involves collection of data that shows how the program was actually implemented through a system of monitoring and reporting.

Product evaluation is the measurement of student outcomes both at strategic points during the implementation of the program and at completion of the program. Carefully selected instruments of assessment are important. Samples to consider might be:

(a) pre-determined criterion standard comparisons
(b) pretest - post-test comparison
(c) participant versus non-participant comparisons
(d) responsive observation.

It seems apparent that the product evaluation would have greater flexibility in providing a wider range of approaches available for evaluation.

SUMMARY

Each school board must play an important role in the development and implementation of guidance programs. When school boards are fully informed of the nature and extent of the guidance programs being offered in their districts, they can:

- co-operate with other agencies in establishing a Career Education Resource Centre
- establish Career Education advisory committees comprised of business and community representatives
- sponsor teacher/counsellor internships in business and industry
- encourage and support the establishment of Cooperative Education and work experience programs.

Liaison between students, teachers, counsellors, principals and trustees is an important element in a successfully run guidance program. It requires cooperation and feedback among the individual involved and without this communication, effective programs cannot be developed and maintained. The growth and development of today's youth is highly dependent upon communication, and through the increased efforts of the Ministry, school board and school personnel, the quality of guidance programs will continue to improve.

The very trends in our society are constantly sending signals that tell us now is the time to prepare for the future. Schools and community must not look with inward eyes to foretell the future, but with the help of technology, prepare our youth for an ever changing, as well as exciting, lifestyle. The foundation for providing these skills begins with proactive guidance programs that meet both personal and career life goals of each student.

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HELPING OUR YOUNG PEOPLE CHALLENGE THE FUTURE THROUGH CO-OPERATIVE EDUCATION

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Board of Education

There is an old Chinese Proverb that says - "If you tell a man, he will forget. If you show a man he may remember. But if you involve him, he will understand." In many ways that proverb points to an experiential learning model that can assist our young people in the transition from school to work.

It is a cruel irony that while the youth of today are the best educated in our history, an unacceptably large number of them are unable to make practical use of their training and get the work experience they need to become contributing members of society.

If we are going to avoid this loss of realized and potential talent, then all sectors of our society will have to begin working together to ensure that young people are able to make the crucial transition from school to work. The key partners - government, business, educators, and labour groups need to participate in creative mechanisms that will provide a bridge for young people between school and work and that will provide a mechanism for more effective career decisions.

The best way to learn about work is by working, but great numbers of youth leave high school to enter the labour force with little or no work experience. In addition, thousands of young people face hundreds of career options with little or no factual or practical information on which to make informed intelligent career decisions.

One of the most successful approaches in dealing with this problem has been an experiential learning process called Co-operative Education. Co-operative Education is a 3 way partnership between the student, the school and the employer. It is designed to integrate the theory of the classroom with practical learning in the workplace. It involves a commitment by the school system to recognize that if one of our major goals is to prepare young people for their future occupational role, then we cannot operate in isolation from the actual world. Preparing youth for the Information Age of High Technology demands a dynamic partnership that will require educators to embrace and to create experiential learning opportunities outside the traditional classroom setting. Charles Shultz, the author of the Peanuts Cartoon strip, has his favourite character Charlie Brown say in one of his cartoons - "You know, I think I've been confused from the first day I was born, the trouble with life is that we're thrown into it too fast, we're just not prepared." To which, of course, the famous psychiatrist Lucy responds - "Well, what do you expect, Charlie Brown - a chance to warm up first?" In its simplest form that is really what co-op education is all about - a chance for students to warm up to and explore the world of work in real community laboratory settings under the guidance of a supervisor who is an expert in the field.

While the concept has been operating in the United States for close to 80 years, it is just being recognized for its experiential and academic potential in Ontario Secondary Schools. During the 1985-86 school year more than 25,000 Ontario secondary school students will participate in a co-operative education experience.

Co-operative Education offers a combined curriculum of in-school instruction and on-site "real" work experiences. Students receive academic credits for their on-site learning whereby teachers knowledgeable in that subject field monitor student performance, consult with supervisors at the work site and assist in the development of related assignments and projects.

Co-operative Education is a proven winner. It enables students to find jobs or continue their education and enables teachers to renew relationships with business and industry. It systematically provides employers with a window into the school system. The process encourages and demands dialogue between students, educators and employers.

Co-op education provides the means for students to assess the relationship between their formal education and their future skill needs. Exposure to related work environments allows students to develop their careers by discovering the skill requirements for jobs and to make appropriate changes to their education. At the same time students have a chance to gain practical experience, applying the skills they are learning at school. There is no question that co-operative education gives students a better appreciation of what they are studying in school and significantly improves their employability upon graduation.

While the education system certainly has the major responsibility to assist students in career education, preparation for entry into the working world is a responsibility that should be shared by the community.

In this regard, career education should be a part of the curriculum for all students and should provide all students leaving school with the skills necessary to give them a start in making a livelihood for themselves and their families. Career education should also provide every student with an opportunity to test a career choice over an extended period of time in a realistic but controlled community setting.

Co-operative Education should be developed across the curriculum as an integral part of the career education process. Co-op education can provide every senior student with an opportunity to participate in work site placement or learning laboratory for an extended period of time. (Most co-op courses are offered for at least one full semester or for a full year.)

In co-operative education, placements are developed by teachers knowledgeable in that subject area. Screening of placements and students is an important part of a successful co-op program. Criteria for placement selection includes the writing of a job training profile, assurances of good supervision and the opportunity for increased responsibility as the student progresses on the job. Placements are limited only by community availability and the creativity of the teacher involved. Some examples include:

French: Placements as Teacher Aides in French Immersion Schools or in Translation Services in Government Agencies.

Science: Placements with dentists, pharmacists, hospital labs, veterinarian offices, wildlife interpretive centres.

English: Placements in radio stations, cable T.V. companies, newspapers, public relations departments.

Math: Computer Science related placements.

Geography: Placements with city planners, mapping services, weather offices, land surveyors.

Art: Placements in printing companies, advertising departments, art galleries, illustrated services.

Child Care (Family Studies): Placements in elementary schools, nursery schools, developmental centres for the handicapped.

Family Studies: Placements in fashion merchandising, foods and nutrition, housing and interior design.

Business: Placements in marketing, secretarial, accounting, data processing.

Physical Education: Placements with fitness centres, physical education teachers, athletic trainers, aquatics supervisors, parks and recreation management supervisors.

Community Services (Guidance, World of Work): Placements in law enforcement agencies, social service agencies, hospitality and tourism, funeral services, fire prevention.

Technical: Placements in automotive, machine, building construction, sheet metal, welding, electronics, drafting.

Co-operative Education can be most effective when the process of placement is simulated as closely as possible to the "real world." Students should be selected to a co-operative education program on the basis of an application interview and teacher references.

Preparation for the workplace can be accomplished by means of a structured pre-employment experience where students are taught communication skills, how to investigate the employer and job readiness skills. When this preparation is followed by two or three structured interviews in the workplace, students begin to get a real understanding of the job search.

In a co-operative education experience, students are usually required to submit diaries, journals or weekly reports and in most cases, they complete assignments and independent study projects. Evaluation is a joint venture between the teacher and the on-site supervisor.

Co-op education is more than a good public relations venture. This type of program enables community representatives not only to see the product of the school system but it also enables many individuals throughout the community to actively participate in the educational process.

If we are to encourage a more positive attitude towards the education system, many people believe that what will be needed is a fundamental reworking and restructuring of the relationship between the community and the school. Co-operative education is a unique approach to the restructuring of that relationship.

Co-operative Education has already provided tangible evidence that students do learn best when they are provided with opportunities to see themselves in a positive way, when they see a relationship between what they are taught in the classroom and what they are required to do on the job and when they are given responsibility and allowed to make decisions.

The evaluation of the impact of co-operative education has shown that almost universally students involved in this kind of learning gain a new and often surprising sense of what it means to be an adult, a phenomenon that occurs rarely if at all in a classroom. As they begin a co-operative education program, students are anticipating adulthood, sometimes eagerly, sometimes fearfully, but almost always with little notion of what it means to be an adult. By the time they complete the program, there are many positive changes evident in the feelings they have about the future. Generally, they are more confident, more sensitive to the demands of adulthood, more knowledgeable about their options for education and careers and perhaps most important of all, they feel much better prepared to meet the challenge of adult responsibilities.

Community supervisors have shown overwhelmingly positive response to the young people with whom they share their knowledge and experience. Their genuine concern, co-operation and continued support offer convincing evidence that the school and the community can work together in providing more effective career education opportunities for our young people.

While education in the past could be content with providing youth with basic skills to deal with "things", we are told that the future will require responsible citizens skilled in social interaction and capable of effective problem solving on the spot. Alvin Toffler author of "Future Shock" and "The Third Wave", tells us that it will not be so important what a person knows in the future but rather what they do when they don't know. Co-operative Education integrated as part of a curriculum based career education program is certainly one effective vehicle for developing those problem solving skills.

James S. Coleman, the American sociologist noted in his book "Youth Transition to Adulthood" that the age segregation of young people in schools deprives them of a very important dimension of the socialization process -- learning through direct association with adults, not only skills and information but values, responsibility and a sense of belonging in the adult world. Among the benefits of age integration, youth with adult, is the incidental learning which takes place. In the process of working alongside adults, youth assimilate ideas and information about the broader culture in addition to various job skills. They learn in adult institutions by observation and conversation as well as by job participation.

Gilbert Wrenn in his book "The World of the Contemporary Counsellor" suggests that it is part of the function of the counsellor to help the school maintain a link with the contemporary world, and to provide leadership in changing the school to match this world.

Those most directly involved in career education and career counselling in the schools should be working closely with those who are in the front line of communication when students enter the work force. Those most directly involved in the total development of the student in the educational setting should work closely with those who are most directly concerned with the development of individuals in the workplace.

The co-operative education concept gives teachers and school counsellors an opportunity to play a leadership role in helping our young people bridge the gap between school and the world of work. By effectively utilizing the community through co-operative education programs, we can offer our students a wide variety of opportunities to learn in the public world, to test theory with practice, to assume a partnership with adults, to take responsibilities and share the consequences, to gain an understanding of other age and ethnic groups, to participate in solving problems rather than merely talking about solutions to problems and to gain a deeper understanding of the possibilities and limitations of societies' institutions and the people they serve.

In a recent special edition of the National Association of Secondary School Principals Bulletin titled High Tech Schools - The Principals' Perspective, the whole issue of preparing students for the Information Age was addressed. One of the topics focussed on the persistence of schools in teaching students the skills of rapidly disappearing jobs and suggested that there is much evidence to indicate that education faces the responsibility of catching up to the realities of the workplace. One article pointed out that "undoubtedly one of the primary functions of education is to prepare people for the world of work. As the nature of work has changed and is changing, different knowledge, skills and abilities are required for the jobs available." It goes on to suggest that "responsibility for imparting this new learning lies with schools - schools that in most cases are still operating under the false belief that the skills taught our fathers will adequately serve todays children in their future careers."

Co-operative Education is one answer to making secondary schools more effective in serving the career education needs of our students. It may not be the only answer to the many problems our young people are currently facing, but it is certainly a concept that brings them closer to the world they live in and one that has the potential to effectively enable them to make more realistic and satisfying career decisions.

One of the articles in High Tech Schools points out that "students of the information age not only need an increased ability to function in a technological world, but also must be prepared to work more independently, solve more complicated problems and continue to expand their intellectual capabilities and skills throughout their lifetime."

Teachers and schools alone cannot adequately prepare students for their future in a technological society. But by effectively utilizing a co-operative education mode of learning, students, teachers and community employers will be able together, to form the type of partners that will benefit all sectors of society and most importantly, prepare our young people to more realistically and more effectively challenge the future.

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JUNIOR HIGH GUIDANCE CURRICULUM: NEW BRUNSWICK'S CHALLENGE

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Counselling, liaison, placement, referral, consultation and information giving are some of the services provided by school counsellors in meeting the needs of students. Despite the many and integrated components of a comprehensive and developmental approach to guidance, many school counsellors hold a personal conviction - gained and verified through their work experiences - that there are many students whose needs could be more adequately and effectively met in the classroom setting.

The challenge this presents is simple. What is the most efficient and effective way to offer comprehensive, developmental and, preventive guidance services to the greatest number of students, thereby maximizing the best possible use of the counsellor's unique expertise and time?

The answers, and there are many, are less simply identified and effected. One emerging response to the dilemma is the development of curriculum units, an approach that delivers some guidance services in the same way as English, Mathematics or Social Studies.

English schools in New Brunswick are taking this approach at the Junior High School (grades 7 to 9) level. To better appreciate the "historical first" nature and potential of this response it is necessary to understand the context to which all public school educational services are delivered.

The Background

The New Brunswick Department of Education establishes guidelines and policies, provides all funds and determines and makes available the curriculum and curriculum support materials. Elected school boards, working with senior staff and schools in each district, have the responsibility for the implementation and delivery of instruction and support services at the local level within the confines of the resources and guidelines available from the Department of Education. As a bilingual province there are differences in the approaches taken by the two major language groups - English and French.

Within this context many English school districts and individual schools, on their own initiative, have made guidance services available. Their availability and nature, while necessarily reflecting local needs and circumstances, varied from school to school and district to district.

Traditionally, the majority of guidance services were available in high school (grades 10 to 12). For many years and in some school districts junior high guidance, when available, was seen as an additional responsibility for the classroom teacher or vice-principal when it came time for grade 9 students to make their course and program selections for high school.

This approach has undergone a drastic change in recent years as more and more schools and school districts have made concerted efforts, in a time of restraint, to meet the guidance needs of the junior high school student.

With this development the number of New Brunswick junior high schools offering and developing local guidance classroom experiences has increased. The classroom approach provides more and more students with opportunities to assess themselves and their interpersonal relationships, develop effective study skills, explore and apply communication, interpersonal and decision-making skills and examine educational and career options and opportunities.

Teachers, parents and students find these structured classroom experiences, offered in a non-judgemental environment, effective in meeting many of the developmental and non-academic needs of students.

As junior high guidance became more readily available school counsellors increased the pressure for provincial leadership and direction to ensure a coordinated approach, arguing that a provincially developed and implemented curriculum would ensure that a common base of guidance services would be available and still enable the flexibility necessary and desireable in meeting local needs. The counsellor would work closely with teachers and administrators in providing guidance instruction within the classroom and a more effective use of existing human resources, materials and facilities would be possible. Guidance counsellors would maximize the use of the expertise, skills and body of knowledge unique to their training in providing essential guidance services to students, parents and teachers.

In response Pupil Personnel Services Branch of the New Brunswick Department of Education established a Junior High Group Guidance Curriculum Committee in April of 1984.

The Challenge

The committee's mandate - and challenge - was to develop curriculum units for guidance in grades 7, 8 and 9. For those inexperienced in curriculum development the challenge was both awesome and exciting, providing a unique personal learning experience. There was existing curriculum (health, home economics, social studies, industrial arts) to consider in order to avoid repetition, delivery approaches to examine, in-service to plan, implementation and evaluation concerns to be addressed and accommodated.

There was considerable discussion and soul-searching over the advantages and disadvantages of various formats - specific lesson plans or outlines with recommended resources. There was also an early deadline to meet.

Meeting a deadline in the embryonic stages of a curriculum development project would seem inappropriate to many; however, in New Brunswick a Provincial Curriculum Advisory Committee (PCAC) must approve all curriculum. This committee includes representation from universities, teachers' and home and school associations, the Department of Education, school trustees and superintendents and meets in the fall and spring of each school year.

Before proceeding with the actual development of the curriculum units the Junior High Group Guidance Curriculum Committee wanted to receive "approval in principle" from the PCAC's October 1984 meeting.

Meeting this early, but necessary, deadline required preparing a proposal that included a rationale, definitions, curriculum overview with suggested timelines, delivery approaches and supporting documentation within three months of establishing the Junior High Group Guidance Curriculum Committee.

The PCAC gave its approval to the development of a guidance curriculum for grades 7, 8 and 9 and in November of 1984 the actual development of the units began.

In each of grades 7 and 8 there will be a minimum of 20 periods of instruction, in grade 9 there will be 40. Schools can organize the delivery in a manner which best meets local needs and circumstances, whether this be as a block of time over 3 or 4 weeks, once a week for a full year, or twice a week for 5 months.

The instruction can be delivered by the guidance counsellor or a classroom teacher who works with the counsellor and is interested in and willing to devote the time and energy necessary for preparation and is comfortable relating with students at a personal level in a non-threatening environment. Essential to the successful implementation of any new curriculum is in-service. Providing in-service experiences which familiarize teachers with the curriculum units, acquaint them with available resources and address their concerns will do much to ensure successful delivery.

In identifying the units most appropriate for each grade level the committee had to make many decisions. In considering the potential units a tremendous variety of existing resources, both print and audio-visual, were examined. The exceptional quality of many of them resulted in the preparation of a list of those that should be made available in each school or, in the case of audio-visual materials, each school district as part of the guidance program and as sources of additional ideas and activities. The major decision was which topics are essential, as a minimum, in each grade level? Related to this was the need to provide units which teachers would feel comfortable delivering within the classroom environment. This decided the format to be used - lesson plans.

The Curriculum

Each unit will consist of a series of lesson plans with goal statements, background information, materials necessary, step-by-step instructions, follow-up activities and appropriate resources. (The available resources are such that group guidance classes could and perhaps may be held far more frequently than the time alloted). The lesson plan approach will provide the classroom teacher with a sound base on which to deliver guidance services in collaboration with the counsellor. For the counsellor it will provide a basis on which to build guidance services. For all it will provide a source of ideas, activities and experiences for enriching the total learning environment within the school.

Grade 7

Getting Acquainted with the school, classmates, school personnel and services, and the individual and group roles and responsibilities of the members of the school community will be the focus of the first unit in grade 7. It is anticipated two or three lessons will be necessary.

The opportunity to develop and apply appropriate Study Skills is the second unit. In eight or nine classes students will consider the conditions for effective study, problems in studying, the use of individual textbooks and teaching materials, how to take notes and organize time, the importance of reading directions and preparation for exams.

Understanding Oneself and examining the various facets, roles and responsibilities in relating to others, particularly peers and family members, represents a significant concern and need of the junior high student. As well, identifying, accepting, and expressing emotions will be considered in an 8 to 10 lesson unit entitled Me and Others.

Grade 8

In grade 8 the first four lesson unit will consist of a review of the Study Skills introduced in grade 7 plus consideration of goals, attitudes towards study, the difference between homework and study, how to improve work habits and general study hints.

Thirteen and fourteen year olds are subjected to many pressures and demands and so a unit providing them with opportunities to explore, understand and apply a Decision-Making process was considered essential for the grade 8 student. In the five or six lesson unit an important component will be accepting responsibility for and the consequences of decisions.

Equally essential is the consideration, in grade 8, of Self in relation to preliminary consideration of a wide spectrum of Career Areas or Clusters. Approximately ten lessons will consider various facets of self-individuality, personality, interests, values, aptitudes, followed by consideration of various careers using such groupings as careers related to subject area, the Holland Codes and C.C.D.O. major groups.

Grade 9

Beginning in grade 9 students will further refine their potential career choices. A twelve lesson unit on My Place in the World of Work will allow students to consider interests, abilities, aptitudes, entry requirements, sex role stereotyping, working conditions and levels of responsibility. They will then explore, in the school and the community, specific careers, prepare reports on these careers in relation to their personal profiles and share their findings.

Decisions about and Planning for High School education and beyond will be the focus of the second grade 9 unit as students consider and make tentative choices about the courses and programs available to them in high school. Equally important in these seven to nine lessons will be careful consideration of the educational and occupational implications of their choices.

In relating and working with others there are essential Communications Skills. These will be the focus of five or six lessons and include an appreciation of the process of communication, verbal and non-verbal communication and listening skills.

At this age students are increasingly aware of and sensitive to their own and the Interpersonal Relationships of others. Seven lessons which consider the dynamics of the family and peer group, friendship, resolution of conflict and positive and effective ways of saying "no", are essential.

At 15 or 16 years of age many students are seeking part-time work and others choose to leave school. For these reasons seven lessons focusing on Job Seeking Keeping Skills must form part of the guidance program. Preparation of letters of application and application forms, a brief consideration of resumés and a focus on interviews and the expectations of employers are essential considerations.

The Future

In providing these minimal and essential guidance services through classroom instruction the Province of New Brunswick will ensure that all grade 7, 8 and 9 students benefit from the availability of a basic and essential comprehensive and developmental guidance service.

In working collaboratively with educators, parents and students to delivering classroom guidance, school counsellors will establish a solid foundation upon which to build and offer the additional and equally essential guidance services they are uniquely qualified to deliver.

As work on developing the units continues, piloting will begin in the 1985-86 school year and full implementation, after appropriate in-service, is planned for the 1986-87 school year.

New Brunswick guidance personnel are eager to cooperate in piloting the units and excited about the tremendous opportunities they will provide for better meeting the needs of students.

COUNSELLING STRATEGIES TO COUNTERACT THE "CHIP'S" IMPACT ON THE FUTURES OF FEMALE STUDENTS

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A philosopher, Epictetus, in 500 B.C. said, "what disturbs mens' minds is not events but their judgement of events". Dr. William Glasser, more recently stated "Our behaviour is purposeful and it is flexible because we control for our input" .... or in other words, our behaviour reflects our perceptions.

How de we perceive the advent of the Chip?

When we look at the impact of the Chip, and counselling strategies to offset, or counteract this technological revolution, we see a whole panorama of interrelated issues. Included among the major forces, creating problems for women in the future and present world of work are:

- power inequality
- lack of positive role models
- educational inequality
- insufficient numbers of women opting to study math and science
- sexist textbooks
- reduced career aspirations
- the socialization process
- portrayal of women by the media
- governments' attitudes to women
- the non-unionization of women

and the list goes on.

What I propose to do is to look at what's happening for young women now in relation to the areas I've just listed and what we in the educational system can attempt to do to counteract the negative results.

The first point made was power inequality. I'm not going to dwell on the fact that women are considered "less equal" than men. Suffice to say, until laws and policies are changed, and there is income security for women, they will remain in a lesser position.

To counteract this, counsellors must first confront their own biases. Do you believe in equality? And here we look more specifically at equality in the workplace. If you do, you will counsel young women to use their potential to the fullest.

I find it discouraging sometimes, when the girls come in for career counselling and talk about a job as "something to do until I get married". I cite the statistics - half of married women work outside the home - and they assure they will be among the other half.

The challenge is to persuade them that their goals for the future should include a career and not just a short-term, stop-gap kind of occupation.

Men don't need to be convinced of the importance of career choice: they usually assume they will be earning their own living.

I'm not above pointing out particular avenues to power. I don't incite students to riot, but I have taught impromptu lessons on political action to groups of disgruntled students in hallways.

Elizabeth Ashburn's study regarding "The Enrichment Hypotheses" published in 1977, suggests some women may be socialized with a less stereotyped idea of the female role possiblities. The decisive factor appears to be the presence of female role models, and whether or not the mother is working outside the home.

What about role models in education? Education in particular would appear to have some incongruencies.

Statistics compiled from a variety of studies in the United States and Canada, indicate that at the elementary school level 68% of the teachers are female, while 32% are male. Elementary principals, however, in 82% of schools are male, and 18% are administered by females.

The secondary level presents an even worse picture. Teachers are 67% male and 33% female. Administrators are 98% male and 2% female.

These statistics caused me to do an informal telephone survey of the number of females teaching math and science at the high school level (1982). It would appear that Metropolitan Winnipeg had 34.5 females teaching math at the secondary level and 14.5 teaching science. This, out of a total of 1,430 teachers at the secondary level, of whom we can assume about 400 to be teaching in the math and science areas.

The largest division in Metro Winnipeg has an affirmative action program in place to encourage the hiring of women into administrative positions. The belief is, vast strides are being made. The fact is, the number of females in administrative roles has been reduced, since the inception of the program.

Equality is usually conceived in terms of social Darwinism: as the right to compete, under the same conditions, with everybody else for access through the formal educational system, to the various social positions. That is to say, everybody should have the right to compete on equal terms.

Equality should, however, also be conceived of as the right to be treated differently, according to one's particular abilities and interests. Ten years ago, the sneaker industry would have said there was no market for a greater variety of sport shoes. The difference between yesterday and today is that society now consists of large numbers of runners and tennis players. There are also new needs in education; the challenge is to redesign education to meet these needs.

Ten years ago, the educational system would have said there's no market for a curriculum addressing itself to issues peculiar to women.

The difference between yesterday and today is the dramatic increase in the number of women in the labour force and the fact that society expects the school to prepare them for the world of work.

Change in our society is inevitable; it is happening now. As educators, we are faced with the challenge of coming to terms with the changes, of examining our own attitudes and values regarding the changing roles of women in our society, and of attempting to communicate an awareness of these changes to the young women and men in our school.

As counsellors, we must impart to female students, knowledge of all role possibilities open to them.

But models are no more evident in schools than they are in any other sector of the workplace.

What to do? Encourage teachers' associations to lobby their divisions to hire more females for the secondary schools.

A counsellor can introduce students to good role models. My career speakers, regardless of their field, last year, were female. A computer scientist, a doctor, a lawyer ... all women, active in their careers, and able to stress the particular facts associated with their careers, and dispel some of the myths.

We've also had information sessions on women in trades.

Another thing we're conscious of is displaying career posters that show women in a realistic sense. (That is, flying planes as well as drawing blood.)

We could have seminars for parents to impress on them their responsibility associated with making their daughters aware; that the expectations of being carried away by a White Knight, to a cosy home in the suburbs, complete with a microwave and other push-button applicances, 1.9 smiling children, etc. is unrealistic.

(If Mom comes racing in at 5:30 and opens a can of beans for the evening meal and rushes to throw in some laundry while the beans burn, why would any girl believe her life is going to be different?)

We must encourage female students to look beyond the traditional careers and aspire to "pioneer" careers.

Programs such as "Lifestyles" that have a unit addressing themselves to men and women as workers must be introduced. Their topics would include the following:

- young men and women as present workers;
- young men and women as future workers: educational and occupational planning, general education, and specific vocational preparation, minimum wage forever, myth versus reality in women's careers, stereotyping and the range of options, understanding the world of work;
- men and women in the workplace: equal opportunity in employment, training, promotion, conditions, and rewards; job ghettos; job evaluation; minority groups; collective bargaining;
- choices in planning and preparation, and in the workplace.

Seminars can be offered under the general heading of Women's Studies - looking at parenting without stereotyping and other related topics. If we and the pupils work with and for change, we can determine its impact and become more flexible.

Third we must act on the fact that insufficient numbers of women are opting to study math and science at high school.

If we look at the best career bets for the 80's we find areas like:

- electrical, chemical and mechanical engineering
- computer science
- accounting (especially with the new tax laws)
- secretarial science
- personnel management
- food services (as long as we can afford it - we'll eat out)
- skilled trades
- electronics and telecommunication
- earth sciences (to find new energy sources)

According to a recent article in Reader's Digest, 2.8 million new jobs will be created during this decade. (Interestingly, they predict roughly 60% will be in medium or low-skilled occupations; 25% in the skilled trades; and only 15% in the professions.)

If women want to move into the skilled trades and high-technology jobs that are opening up, they must prepare early. This means studying math and science throughout school.

The Science Council of Canada says twice as many boys as girls study these subjects in high school. Thay may be, but according to the National College-Bound Seniors statistics of 1981:

- females taking the SAT (Scholastic Aptitude Test) exceeded males for the seventh consecutive year;
- for the third consecutive year, business and commerce is the most popular overall choice - the first time it's the most popular choice for women as well (there's been no overall increase as the male decline in interest in 1981 offset the female interest);
- females account for 55% of all business and commerce majors;
- females seem to be moving into engineering;
- computer science enrollment has tripled since 1975 - doubled since 1978 and is up 1/3 during the past year;
- students had taken more math and science than in previous years - the years of study of math for females is up for the third consecutive year.

This sounds encouraging, but what does it mean?

During the 80-81 school year, the University of Manitoba campus had an enrollment of which 49% was female. Only 6% were found in engineering and about 31% were in administrative studies. Less than 20% were in all engineering programs, agriculture programs, dentistry and architecture. 70% were enrolled in dental hygiene, human ecology (home ec), nursing, medical rehabilitation, education, interior design, social work and fine arts - traditionally female fields.

Females made up less than 7% of the industrial technical enrollment and less than 1% of the Manitoba Apprenticeship Program.

With the explosion of the Chip, technology needs people. Experts suggest that output of trained personnel will fall 20% short of demand by the end of the century. We must encourage women to take advantage of these opportunities.

Conclusions from the women in math study and the second NAEP (National Assessment of Educational Progress) math assessment indicate that 13 year-old females start math programs with at least the same math ability as the males. Females are superior in computation and spatial visualization at this age.

Males and females are nearly equal in problem-solving at this stage.

By the end of high school, however, the situation is changed and males show superior scores on problems and the girls have lost the advantage in computation and spatial.

What's happening in high school? I think we've identified some of the problems here, but intervention must be planned to allow for equal representation of women in the scientific and technical fields.

First, we could make the staffs in feeder schools aware of this information. If we can get the junior high school staff more involved in encouraging females to continue studying math and science, we may make some gains.

Textbooks continue to reinforce the subordinate female role. According to Quebec and Ontario studies of textbooks used in primary and secondary schools in 1975, more than two out of three[2] characters presented in school books are male. When women appear, it is usually in the background, standing passively by, or performing domestic activities such as cooking and cleaning. These representations trivialize women's work in the home.

Most unexpected was the finding that the higher the grade level[3], the less women were shown. Even in literature, where girls excel, most books studied in high school have male central characters. History books ignore women almost entirely, while mathematics, science, business and economics texts are overwhelmingly written by men for male readers.

Some people see a parallel between this increasing masculization of school subjects and the fact that the school performance of girls worsens with every additional year in secondary school.

At the secondary schools, therefore, counsellors have to work with teachers in the particular subject areas and encourage them to adopt a more positive attitude towards female students. Counsellors might run a workshop on math and science anxiety and the role of the school teachers in dealing with this phenomenon.

Another strategy is to set up a peer support group to have students helping students cope with non-traditional career choices, and encouraging girls to go into math and science related fields.

Finally, educators must challenge the developers of written information to eliminate sex biases and stereotyping.

Counsellors must also cope with reduced career aspirations. What other factors come into play here? There are several theories.

There have been suggestions made by researchers that female adolescent career exploration may well be pseudoexploration pending marriage plans. More significant vocational development may actually occur later, when the major duties of child-rearing have been completed.

This could be said to be evident by the popularity of adult education (predominantly female) programs. It appears that many young females consistently select occupations that are unrealistically low in terms of their aptitudes and interests. Adult women are attempting to rectify their earlier choices.

Some factors postulated by various researchers for reduced career aspirations are:

- reduction in academic self-confidence
- fear of success
- vicarious achievement motivation
- home-career conflict
- myths about women and the world of work
- lower risk taking in females
- sex-role orientation.

What can counsellors do?

First they must possess the facts regarding the place of women in the labour market:

- women earn 60 cents to the man's dollar;
- low paying jobs predominantly employ females;
- discrimination practices exist in hiring and promotion practices;
- there are problems associated with child-rearing and working outside the home;
- all of these facts reinforce the need for equal or superior education training.

Counsellors should be familiar with current myths of women in the labour force like women are less committed to the labour force - and be able to counter such misinformation. They should have information concerning the possible effect of a woman's employment on her marriage and family. Such information used wisely should have a facilitative effect on the career decision-making of young women experiencing home-career conflict.

Counsellors must be prepared to take a more activist role. They should ask leading questions as opposed to accepting the client's statements at face value. It is essential they alleviate female clients' anxiety and explore ways of coping with the conflicting emotions young women experience during this time.

What can be done about socialization? How does one counteract a lifetime (for the young female) of attitudes?

Counsellors could make them aware that they may have been placed in a more difficult and confusing position than males in that they were required to learn two roles. One role is of mature independence, and the other is of female dependence. Males learn one integrated role of independence.

Even though there has been some progress towards equality, the progress itself causes confusion for young women. The expectations often are deflated by the realities of non-support, the difficulty of job access and the lack of vertical job mobility.

A 1978 review of the American research on sex roles concludes that parents' attitudes and expectations still vary greatly depending on the sex of a child.

Counsellors can illustrate this kind of influence with a program of activities to counteract stereotyping. An activity that ties in nicely with the socialization process is "X: A Fabulous Child's Story" by Lois Gould.

The students read a story about an experimental raising of a child without a gender designation. It relates the problems encountered by the parents in X's early years; the school's problems coping with someone they couldn't classify (according to the story there were 294 - ½ pages of advice under "First Day of School"); and how in the end, the psychiatrist says X has no identity problems. Eventually, in the story, part of the peer group realize that by the time X's sex matters, it won't be a secret.

The discussion, after reading, centers around the child rearing of X and how it was different than that of the students. We look at how sex-role stereotyping limits the individual, and discuss possible implications for parenting when the students reach that stage.

It's important to tell students about research that's being done as well. Popular magazines talk about male/female differences and often infer that men are intellectually superior because their brain is more fully developed.

Girls should know that there are no differences in general mental ability, but some specific differences develop over time and training.

In Ann Anatasi's address to the American Psychological Association she discussed research on environment vs heredity and the need to explore genetic and environmental factors which she says "interact along a continuum of directness".

She cites Dolzhansky, a leading geneticist, to illustrate how interaction takes place. If all persons of blood type AB were considered aristocrats, and all persons of blood type 0 were considered inferior and capable of manual labour only, "then blood group genes will in the course of time artificially become "determiners" of certain types of behaviour".

"A parallel example from the real world is the effect of discrimination against a particular social class ... ethnic group (or sex). In the long run this will result in group differences which are correlated with genetic background without being causally affected by them."

This may partially explain why women don't achieve in math.

Girls need to know that just as women are socialized not to aspire to certain careers (administrative, scientific, sports related), so men are socialized to believe that women should not hold these positions.

This attitude is being perpetuated by the media. In a recent film presentation on women in the workforce, a newspaper headline screamed from the screen, "Women invade the Sports World". Counsellors learn to look critically at media portrayal of women and teach girls and boys to do the same.

They may not be able to change the situation, but they must be aware of the problem and involve students in identifying examples of media stereotyping. Some critical reading lessons may prove beneficial as well. They've got to tune people in to recognizing propaganda. I've given you one linguistic example of how women are put in their place by writers. The press is full of them.

When I hear about M.P.'s laughing at the report on battered wives, and the callous attitude displayed to medical problems associated with VDT's (Video Display Terminals), I get very angry.

In Manitoba recently an "unofficial directive" went out to all operators of VDT's that said "despite all the advantages of the (computer) equipment, eye strain and tension headaches can become a problem". It went on to discuss a massage technique. "Close your eyes and press on the temple area ... Hopefully this will help you relieve the pressure. Good luck".

The MGEA (Manitoba Government Employee Association) response indicated that at a time when the incidence of miscarriage and birth defects appears to be higher from women working with VDT's than for others in the labour force, - advice to civil servants of this nature is flippant at best and could be termed cynical.

It would appear government sees women and future generations as expendable.

Another interesting development in Manitoba is the memo from government sources saying there is to be no action on affirmative action.

Some time ago Winnipeg Magazine ran an article by Susan Hoeschen "Bra-Burning May Have to Resume to "Zap" Women with the Realities of Life". The title says it all - and I hope I can convince enough young women to action - political action. Many of the graduating classes are old enough to vote - some civic studies may encourage them to make their votes count.

Finally, limited participation in unions by women allows for continuation of the status quo.

The possible job losses anticipated because of technology should be a concern for unions. Judith Gregory summed up the future outlook very nicely in her talk "Electronic Sweatshops" given in Winnipeg recently. She said there is quantitative overload - too much to do in too little time, and qualitative underload - the jobs are deskilled and boring. Unions could be bargaining technological change clauses. They could be encouraging women to unionize.

Counsellors can play a role in bringing the problems of the working woman to the attention of women about to enter the labour force. Students must become aware of media reports on the real world of work.

Like the statement by Grace McInnes made to the Canadian Labour Congress delegates in Winnipeg, "I don't know what we are going to do about computers. But don't let them tell you that computers are going to be a blessing the way they are being used now, because they're not. A number of years ago we were told computers would make jobs available and, at the same time, make life easier for all of us. Well, computers are making for leisure, yes Leisure, if you've got a job. But they also make for a terrible kind of leisure if you're unemployed."

And Lucie Pepin comments at another session: "Canadian industry depends on women, yet government remains unconvinced of the need for adequate social support for working women, who still earn on the average just 60% of an average man's wages. And part-time workers, 72% of whom are women, fare even worse.

Although their numbers are constantly increasing, they are treated as peripheral and secondary parts of the labour force. They receive fewer or none of the benefits accorded full-time workers, and have limited opportunity for promotion. They are seen as married women whose real job is to raise children."

The comments of Ratna Ray are quoted in the Free Press: "the name of the game is power" and men will not give up their share easily. Women are still faced with occupational discrimination, finding jobs mostly in health-related professions, teaching, banks, restaurants, and other 'pink collar' jobs. "I call this pigeon-holing" says Ray. "Women are forced to find jobs in a small number of boxes which are valued at low pay. But employers will have to change their hiring practices. By coming into the work force in increasing numbers, and trying to move up the ranks, women are shaking up the status quo, changing everything that once belonged to men."

Articles on shut-downs due to technology, proposed studies on the effect of electronic payment on the retail trade and more job losses due the Chip could also be posted.

To balance these "scaretactics" students must be informed of the positives as well. For example, a local professor of engineering has groups of children into his home nightly to experiment with the home computers. He feels the children are quite relaxed with technology because they've been exposed early.

Other things are being done as well - like a summer camp conducted by the University of Manitoba on basic computer education for children. This, in response to community need.

The key to counteracting fear of the Chip is knowledge, and counsellors must try to provide that.

In summary the following ideas can be tried:

- parent/teacher/student meetings to discuss sex biases and how to change;
- discussion groups - male and female - to look at marriage/career combining;
- career bulletin board featuring non-traditional careers for women;
- films as discussion motivators;
- career days - using women speakers;
- identifying resources in the community willing to help work for change;
- using womens' kits and career games;
- directing attention to the accomplishments of famous women;

- a woman's studies course - to develop an appreciation for the situation women exist in;
- a future studies course - to equip students with skills to function successfully in tomorrow's world;
- opportunities for students to explore the non-traditional occupations;
- use debates to turn generalizations around, eg. "all boys want to be husbands and fathers";
- develop support groups for women facing common problems;
- plan and implement programs to develop specific personal skills which are useful in the workforce, such as assertiveness training, decision-making strategies, and time management techniques;
- develop effective ways to initiate recognition of real barriers in the home, educational process, and the workplace without discouraging the career exploration of young women;
- develop in young women the capacity to cope with the inevitable changes occurring in society;
- finally, involve the young male in all of this. We can educate the women all we want but if the men have no understanding of the issues, we've failed.

I've attempted to articulate some ideas counsellors should use to counteract the impact of the Chip on young women. As you can see the Chip is only a symbol of an interrelated problem. Many people are saying "educate, train and encourage the young - this will overcome the obstacles". This is a narrow view, because we know that to equalize educational opportunities without reforms in other areas may easily become an empty gesture.

Young women see limited futures instead of unlimited possibilities. It may be career maturity isn't reached until later years. Or it may be that they realize women aren't being layed off by automation but rather women are the victims of discrimination by companies and bosses and feel powerless to change 'The System'.

Which leaves us with the question - are we addressing our efforts to the wrong population?

Ed's Note - Ruth Hartnell is a counsellor at Glenlaw Collegiate in the St. Vital School Division, and was a participant at the Conference on Women and Microtechnology in Ottawa in 1981.

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Sex Roles: Biological & Cultural Interactions as found in Social Science Research & Ontario Educational Media - Fischer L. & Cheyne J.A.

CAREER DEVELOPMENT FOR ALL STUDENTS - THE ALBERTA MODEL

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INTRODUCTION

In June, 1985 Alberta Education released a principles paper entitled Secondary Education in Alberta. The paper represented the culmination of the first stage in the ongoing process of examining the purpose and direction of education in Alberta. With the student as the central focus of the policy statement, the document outlined the position of the Government of Alberta regarding the future of secondary education in Alberta. The principles and objectives described in this policy statement were consistent with and reinforced the thrust of the Government's White Paper: Proposals for an Industrial and Science Strategy for Albertans 1985-1990.

With regard to career development, the principles paper outlined a framework for secondary education programs that included career education as a mandatory core component of the junior and senior high program. As well, effective guidance and counselling systems to support the instructional programs were identified as one of the key factors necessary to an effective school. It is important to recognize that Alberta Education includes life careers as one of the four compulsory themes of the elementary health curriculum, thereby providing a continuous approach to career development in Alberta school. The resulting comprehensive model pertaining to the career development needs of students is worthy of study by Canadian educators.

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This article reviews some of the reasons for and a description of a comprehensive career development approach that includes credit courses for all students. As well, the article provides an overview of some of the objectives of credit career development courses.

Reasons for Comprehensive School Programs in Career Development

While the labour market continues to place a relatively high value on higher levels of educational attainment, a recent review in Alberta found that 55.2% of the youth group currently in the labour force have no post secondary education or training (Alberta Manpower, 1984). That is, over half of the Alberta youth labour force at best holds a secondary school diploma. this finding has implications for the educational system. Specifically, given the immediate entry into the work force by some youth, the school system becomes the one place that youth can receive comprehensive information regarding the career development process.

A second reason for schools to offer a comprehensive career development program relates to the nature of career development as a decision making process rather than as the making of "a" decision. No longer should students, parents, educators and members of the community expect a student to make a single career decision. Technological and social changes have had a major impact on the world of work. Together they have created a number of significant trends which have altered individual and family life styles in North America. Summarized in Career Development Services for Alberta Students (1984), these trends include:

- Individuals should no longer expect to spend their working lives employed in the same job. Students in high school today may have five or six jobs in their lifetime. Many will have two or three different occupations.

- While technology has created many new jobs, it has eliminated many that used to serve as "entrance" jobs for young people or those with minimum skills and education. While there is increased emphasis on education and training, a university degree or college diploma is no guarantee of a job. Work related experience is being demanded by an increasing number of employers.

- The composition of the labour force has changed dramatically. Nearly half of all workers are female, and almost half of all married women are employed. The increased participation rate of women has created new problems for organizations and for women as they try to break into the labour force and into non-traditional occupations. In addition, many men face similiar problems in entering non-traditional occupations as well as an increased number of competitors for higher level management positions.

- Today's labour force is extremely mobile. Extended families that live together, or even in the same city, are rare. Individuals must become more self-sufficient as they become separated from major sources of support and experience.

Examination of these trends, together with the probability that as many as 20 percent of the occupations that will be available in the year 2000 have not yet been identified, leads to the inevitable conclusion that, in order to cope successfully with the future, today's students will need to be flexible and able to adapt to changing situations (Alberta Manpower, 1984).

Technological and social changes have also had a major effect on adolescence. Defined as the period between childhood and full maturity, adolescence is extending over a longer span of time. Advanced technology and rapid social changes now make it necessary for many young people to remain in school longer and to be financially and psychologically dependent upon their parents.

As young people remain in school for longer periods, the responsibility to assist them in their career development is greater than ever. School programs should provide pupils with an awareness of career possibilities and the information and skills necessary to make intelligent decisions.

The necessity for this is borne out by the current high levels of young unemployment. Many young people have great difficulty in making the transition from school to the workplace. Difficulties in finding a first job, frequent job changes, a poor job market for their age group, all testify to the urgency of finding a solution to this escalating problem.

Failure to enter a satisfying occupation and failure to maintain employment contribute to the likelihood of continuing emotional difficulties. Indeed, Deaton (1983) stated that today's unemployed may become tomorrow's unemployable. While the social and human cost figures are not as measurable as are estimates of loss of wages, unemployment benefits and welfare payments, the potential realities according to Kirsh (1983) include:

1. increased family problems during times of high unemployment;
2. increased levels of drinking and family violence;
3. increased levels of child abuse based on the finding that having an unemployed father is the best single indicator of child abuse;
4. an increased number of mental health hospitalizations.

Further, actual dollar costs resulting from welfare payments, unemployment benefits, lost wages and medical payments are estimated to average 50 to 76 million dollars in Canada in 1982 (Deaton, 1983).

From a more positive perspective, a comprehensive career development approach enables the educational system in cooperation with other agencies in society to assist each student to become a competent, confident and responsible individual who uses technology, anticipates changes and shapes the future in realistic and effective ways.

Shared Responsibilities of Educators for Career Development

While education programs must address the career development needs of students and of society, it must be recognized that the educational system is not a panacea for solving the problems of employment or unemployment. Career development as a process does not occur solely within the school system. The trends and forces at work in terms of technological and social changes, clearly indicate that career development is a lifelong process, a process in which the home, school and community have very significant roles. Occupational choice develops over a period of time which extends from childhood through adulthood. Therefore, the specific age focus of traditional career guidance and the notion that a firm occupational choice is made during middle or late adolescence, is no longer valid. Career development is a very real aspect of human growth that occurs throughout life. Career guidance activities are of lifetime importance.

Career Development Conceptualized

The reasons for and objectives of career development in school programs necessitate a broad perspective of what constitutes career development. For this reason, Alberta Education has adopted the view that career development is an ongoing process of awareness, exploration, preparation and adjustment to the world of work that takes place throughout life. This process includes home, school and community experiences that influence an individual's self-concept, life style and occupational choices. Career education is a part of the process of career development, which occurs both within and outside of a school. Within the school, career education is a comprehensive, developmental program designed to help all students acquire the knowledge and skills necessary to make realistic educational and occupational plans. Career guidance and career counselling as part of a comprehensive guidance and counselling service aimed at meeting the educational, personal/social and career needs of students support the total career development process. Through career guidance individuals learn to understand themselves and their environment, to be aware of work opportunities open to them, and to choose for themselves a suitable life style. Career counselling assists individuals to clarify their goals, understand their interests, aptitudes and abilities, and overcome obstacles to effective career planning and preparation.

Beginning in the elementary school, on through secondary school and into post secondary institutions, education personnel play a responsible and significant role in the development of students. Through a program of career education, students are taught to better understand their own strengths, weaknesses and skills; and to be aware of work values and work ethics, of the changing labour market and the need for flexibility and adaptability. Viewed in this manner, career development is a program in the mainstream of education and not simply a collection of ancillary services.

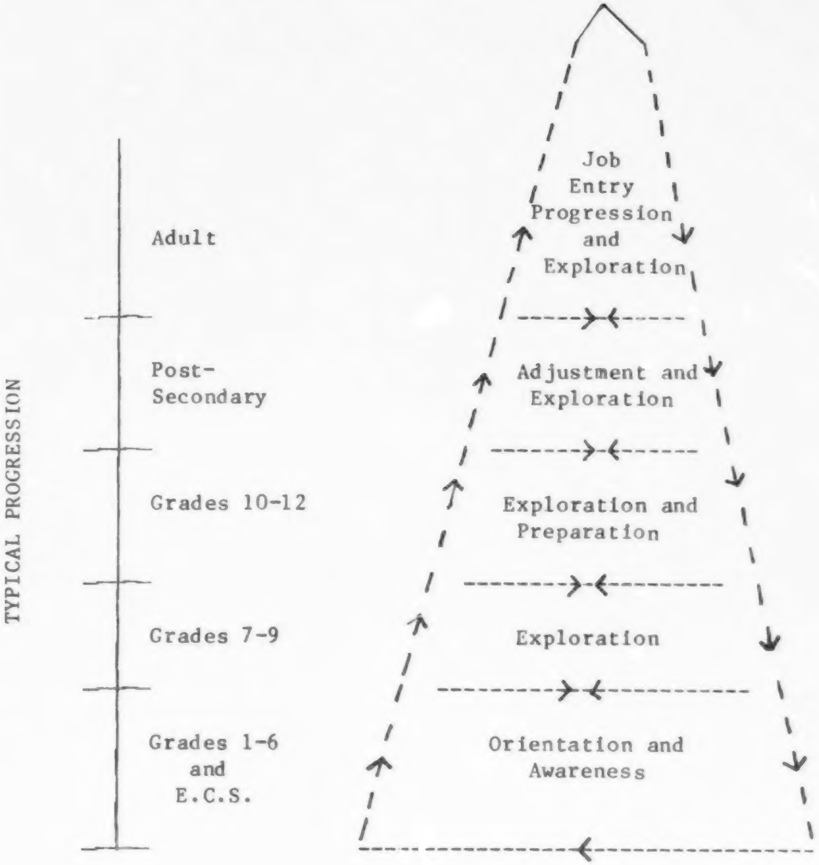
Model of Career Development. Individuals commonly progress through a series of stages in their career development. Important dimensions of these stages are: self-awareness, career awareness, career exploration, educational and vocational preparation, and work experience.

The model in Figure 1, adapted from work by Hoyt (1974), Herr (1979), Brolin and Kokaska (1983) and Clarke and White (1980), illustrates the stages of career development as they occur from the start of school through to adulthood. It is important to note the dynamic nature of the model which reflects the maturational process inherent in career development. This is represented by the broken lines and arrows used in the triangle. These indicate the potential of the individual to progress through the stages at a more rapid rate, to remain in their present stage until ready to progress to the next stage or to return to an earlier stage of career development. The description of grade levels are intended merely as an approximate guide for the typical progression utilized by individuals. Specific job selection and entry typically does not occur until the individual has graduated from secondary school.

While individuals move through various stages, as the model indicates, these stages are not mutually exclusive. For example, individuals may be undertaking exploration of more specific life careers as in grades 10 through 12 while becoming aware of their own needs in relation to their interests and abilities as in grades 1 through 6. Over time, as individuals progress through the successive stages of career development, there is an increasing focus of activity and a corresponding specificity of career choice. While activity may become more focussed as the individual matures, it is often necessary for the individual to return to an earlier stage of career development to provide increased clarification and refinement of career and life planning decisions. For example, it may be that the individual progressed too fast without fully clarifying the impact of earlier decisions regarding knowledge of one's needs, interests and abilities.

FIGURE 1

MODEL OF CAREER DEVELOPMENT


TYPICAL PROGRESSION
Adult
Post-Secondary
Grades 10-12
Grades 7-9
Grades 1-6 and E.C.S.
Job Entry Progression and Exploration
Adjustment and Exploration
Exploration and Preparation
Exploration
Orientation and Awareness

Three stages are of particular interest in working with the school age child.

Stage 1: Awareness is the stage most closely associated with the preparatory and elementary school years (E.C.S. - grade 6).

During these years children's natural curiosity and openness can be channelled into understanding themselves and others as well as the meaning of work and the types of work carried out in their homes, schools and community. Some general objectives for this stage of career development include:

- development of individual self-awareness;
- development of positive attitudes towards one's self;
- development of positive attitudes regarding the nature of work - its personal and social significance;
- identification of specific occupations that are carried out in the student's immediate environment;
- identification of a variety of occupations that are available to both men and women;
- identification of the role of student as worker;
- enhancement of student performance by demonstrating the relevance of subject matter to the world of work.

Stage 2: The exploratory stage is closely associated with the junior high school years (grades 7 - 9).

In this phase of career development, students have the opportunity to explore, observe and experience the world of work, and to develop a more complete understanding of their own skills, interests and abilities as they relate to vocational choice. The emphasis is upon the development of effective decision-making skills founded upon a thorough base of knowledge. Some general objectives for this stage of career development include:

- exploration of occupational clusters to develop an understanding of their characteristics and the relationships of jobs;

- development of an awareness of the social, personal and economic significance of differing types of work;
- identification of interests, abilities, aptitudes, attitudes, needs and values as they relate to vocational choice;
- identification of working conditions related to various occupational groups, education and preparation required for job entry;
- identification of senior high school preparation programs related to occupational interest areas as part of educational planning;
- acquisition of initial job search skills.

Stage 3: In the high school years (grades 10 - 12), students enter the third phase of career development, that of exploration and preparation.

During this stage, in addition to continuing the exploratory process begun in junior high school, students are actively involved in preparation for entry into the world of work or post secondary training. General objectives at this level include:

- development of more complete understanding through self-assessment and examination of how personal values, interests, aptitudes and needs relate to occupational goals;
- exploration of personal interests, aptitudes and attitudes through a variety of experiences;
- formulation of career expectations consistent with physical, intellectual, social and emotional attitudes;
- exploration of various post-secondary educational and training programs;
- preparation of job entry skills in readiness for the job search.

The high school years are those in which the major focus of career development is upon preparation for a first job, further education and/or job training. However, the process of career planning continues after completion of high school, on throughout adult life, and into the retirement years.

Meeting the Career Development Needs of Students: A Comprehensive Approach. Career development for school-age children contains a number of interrelated components that require the active participation of school personnel, parents and the community.

The school should provide a full range of career education services for all students. In addition to a core curriculum which is taught at every grade level, students have opportunities to explote job areas; to take specific vocational preparation courses; to develop a more complete awareness of career possibilities; and to fully explore their interests, aptitudes and abilities as they relate to the world of work.

The model shown in Figure 2 illustrates the various components required for the delivery of comprehensive career development services to students. The basic Life Careers curriculum is further developed and supported by a series of interrelated activities, all of which are provided through the cooperative efforts of school, parents and community.

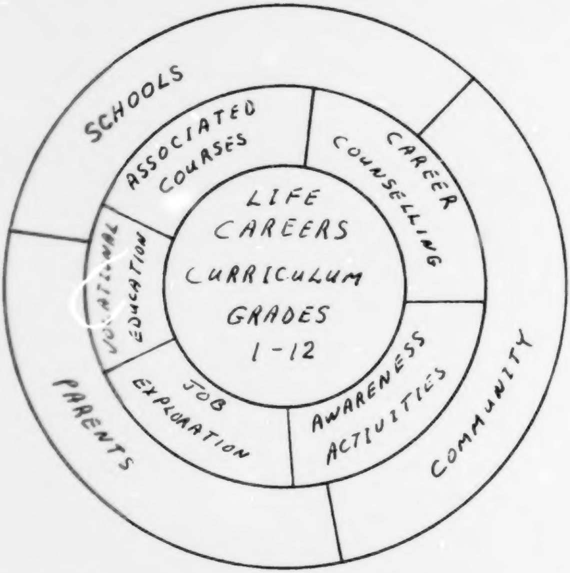
The basic career education curriculum, in the center of the model, is the primary vehicle for the delivery of career development services to Alberta students. It will be available to all students from grades 1 - 12.

Although the Life Careers curriculum provides basic career education for students, there are a number of additional components which enhance and expand it into a more comprehensive approach. As students mature, career needs tend to become both more diverse and more focussed, a process that begins at the junior high school level and accelerates during high school years. As student needs vary, the school has a responsibility to assess and respond to these needs. This response may take the form of associated courses, vocational educational programs, job exploration activities, further awareness activities and individual career counselling. As well, infusion of career development concepts into the total curriculum according to a developmental model will greatly enhance student career awareness and orientation.

Job exploration is developed through work study, work experience programs and part-time work opportunities in the community. Awareness activities may involve all or part of the school population in such areas as organized out-of-school visits, participation in career days, Canada Career Week and a regular program of guest speakers. Career counselling assists the student in the process of clarifying personal interests, aptitudes and abilities relative to the world of work. As well, counselling can help students identify and overcome obstacles to effective decision-making.

Figure 2

A Model for the Delivery of Student Career Development


SCHOOLS
ASSOCIATED COURSES
CAREER COUNSELLING
LIFE CAREERS CURRICULUM GRADES 1-12
VOCATIONAL EDUCATION
JOB EXPLORATION
AWARENESS ACTIVITIES
PARENTS
COMMUNITY

Although all services should be available to all students, it is recognized that, both individually and collectively, students' needs vary greatly. Minority students, the disabled, those who are gifted and/or talented, and female students are examples of some of the groups who may require more individualized attention in meeting their career development needs. Educators, parents and the community in general must recognize and focus on the needs of individuals who may not fit within traditional career approaches. For example, research has demonstrated that simply addressing sex/role stereotypes will not be sufficient to address the career needs of women. These roles are developed by elementary school (Glaze and Ellis; 1982) and may be in place by kindergarten (Riley, 1981). Among the additional issues to be addressed are the attitudes held by women that a career is not a life long process (Motosch, 1980), the lack of role models on which to base career choice (Glaze and Ellis, 1982), the frequency of sex bias in textbooks and career materials (DeMuth-Allensworth and Byrne, 1982), and the attitudes held by educators regarding females and achievement expectations (Benz et al., 1981).

With regard to sex role bias in curriculum materials, Alberta Education has undertaken to review all materials recommended for use in Alberta schools.

The Credit Core Curriculum in Careers

Some of the general objectives of a comprehensive credit core career development curriculum include:

- an appreciation of the changing nature of work in society and its impact upon individuals;
- a recognition of the variety, complexity, and availability of occupational opportunities in the world work;
- an understanding of the concept of career development and a recognition of the interrelationship of occupational choice and lifestyle;
- a recognition that career opportunities are related to activities performed in educational, vocational, and social roles;
- an understanding that planning, both long- and short-range, is an integral part of career development;
- development of the skills required in decision-making, and in implementing career decisions;
- development of skills in self-assessment;
- recognition of the knowledge, skills, attitudes and habits required to respond to opportunities and expectations of the world of work;
- development of the techniques of job search, job acquisition and job retention;
- an identification of the factors that impede or support job advancement;
- a recognition of the knowledge and skills required to create self-employment, as well as the legal and financial implications of it;
- an awareness of social attitudes that may act as barriers to employment such as social and sexual attitudes;
- an appreciation of the fundamental rights and responsibilities of workers;
- an understanding of the basic causes and nature of unemployment, as well as its effects on the economy and the individual;
- an appreciation of new work concepts such as temporary employment, job sharing, and reduced work-time;

- an understanding of how personal and social needs can be met through leisure and vocational activities;
- an understanding of the knowledge and skills required for self-employment.

In meeting these objectives, role models should be selected such that those with special needs as well as males and females view themselves as equally represented contributing members of society.

At the elementary and secondary levels the key intent is to make students aware that all of life is a career; that their roles as persons, family members, learners and earners are never-ending. Although roles may change over time, understanding oneself as a person and developing the necessary social, emotional, intellectual and vocational skills are all prerequisites and corequisites to life concerns.

The Challenge

While a firm basis has been laid in Alberta regarding not only career development, but also basis education, particularly at the secondary level, many challenges remain. Included in these challenges are:

1. Effectively and efficiently involving the broader community in the career development of students.
2. Ensuring effective counselling and guidance systems to support the instructional programs.
3. Ensuring provision and delivery of effective teaching strategies and resources to support the instructional intents.
4. Ensuring the continued response of career development programs and services to the changing needs of students and society.

Despite the presence of these continuing challenges, many strengths exist within the Alberta school system to enable the design, delivery and evaluation of effective career development programs. Included in these strengths is a policy direction aimed at responding to changing needs, keen personnel and a knowledge and support of the key factors essential to the existence of the effective and caring school.

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THE COMPUTERIZED WORK EXPERIENCE DIRECTORY: THE EXPERIENCE OF GREATER VICTORIA SCHOOL DISTRICT

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For many years, educators who had the task of coordinating work experience placements devised many ingenious filing systems in order to access the numerous pieces of information required to successfully coordinate a work experience program. In many school districts, the work experience coordinators have a wealth of information in their heads but may not have actually detailed this information in writing. If for some reason a work experience coordinator had to leave the position suddenly much of this information was not able to be transferred easily to his or her replacement. As much of the success of work experience programs rely on the quality of information the educators have about the community it is of vital importance that this information be systematically recorded and be accessible to those who require it.

History

In Greater Victoria School District, a school district in British Columbia with approximately 20,000 students, the work experience placements are done by the individual subject and program teachers. Thus in any school year over 80 teachers are involved in face to face contact with the Greater Victoria business community in connection with the work Experience program. In order to increase the effectiveness of the Work Experience program, personnel in the Greater Victoria School District perceived a need for a computerized directory listing the potential work experience placements for a specific school year.

In the 1981-82 school year the Coordinator of Career Development and the Work Experience Counsellor in cooperation with a committee of work experience teachers drafted specifications for an ideal computerized work experience directory for the Greater Victoria School District. However the person who was most instrumental in the drafting of these specifications was the work experience secretarial clerk. This person in her half time assignment was responsible for recording all the information related with the Work Experience program. She had been doing this task for a number of years but by the 1981-82 school year the Work Experience program exceeded 1,000 placements per year and the coordination of the paper work was becoming quite cumbersome.

In January, 1981, the Greater Victoria School District contracted with an independent computer programmer to develop a program that would be able to handle approximately 2,000 student placements and 1,000 employers per year. As the equipment we had available was Apple IIe this was the system for which he designed the directory program. The system at its outset required a complete Apple IIe unit, i.e., monitor, keyboard, two disk drives and printer and numerous floppy diskettes in order to store the quantity of information the district desired.

This program was quite innovative for its time and immediately offered many new options in the ways school district personnel could access information about students and employers. At any time of the year reports by school, employer, or supervising teacher could be compiled. This was very useful in providing summaries to administrators and teachers who wished information on the work experience placements their school had implemented at that point in the school year. In June it was possible for schools to have summaries of their work experience program. This information could be listed by supervising teacher, by student name, by date of work experience of a variety of other factors. This ready access to information about different work experience placements by a variety of factors was very useful for central office personnel especially in allocating resources, providing inservice to individual schools and teachers and in preparing reports for senior administration and trustees. However, the most significant improvement was the opportunity to print a comprehensive work experience directory. Each September every teacher involved in a work experience program receives his or her own revised and customized work experience directory.

Description of the Work Experience Directory

This directory has two sections. The first section lists each employer in alphabetical order including the following information the directory number (a number assigned by the school district to assist in record-keeping); the complete mailing address; the names of the contact person(s) within the business; the type of initial contact preferred by the business, e.g. telephone call or interview; and, the telephone number and local of the business. With this section of the directory the teacher has quick access to all the relevant information necessary to contact the employer by telephone or mail.

The second section of the directory also lists the employers in the same order as in the first part but does not include the full names and addresses. This section of the directory identifies the employer by employer's number, C.C.D.O. code number and Holland code. It then provides a short description of the opportunities available at that site. This description includes: (1) the number of positions available; (2) the times of the year that are most beneficial for work experience placements; (3) the qualifications and skills required; (4) the skills and knowledge to be gained; (5) the type of clothing and/or safety equipment required; and any other details that are pertinent to that particular placement. This detailed job description allows teachers to explore various work experience placement alternatives with students without ever having to bother the prospective work experience employers. Many students, while reviewing these job descriptions become aware of placement opportunities that they had not previously realized were possible. The employers in the Victoria business community appreciate that, when a teacher initially contacts them for a prospective work experience placement, the teacher has a basic knowledge of what opportunities the employer can offer. This does not mean that teachers can do placements without consulting the employer, which is not a desirable situation, but rather that the time required in fruitless searching for a matching of employer and student is greatly reduced.

As might be imagined, collecting this type of information for all the existing employers was a massive task. While individual teachers had a description in their heads of specific businesses and the opportunities they could provide, formulating this information in a standard manner at the central office took many months. The Work Experience Counsellor devoted much of his time during the 1981-82 school year to canvassing the business community to ensure that the school district had accurate information about the businesses in their community.

Once the directory is initially published the employer contacts still need to be maintained. For the two years that the position of Work Experience Counsellor existed, 1981-1983, the Work Experience Counsellor would contact all new employers to gain a comprehensive job description and would systematically visit existing employers to maintain updated information.

Since September, 1983, when there was no longer a Work Experience Counsellor in the school district, individual teachers have undertaken the task of updating the information for those placements which they have contacted. Each September a revised version of the work experience directory is sent to the over 80 teachers who place students as part of the different work experience programs.

The current work experience directory is divided into various categories of employers so that each of the teachers in the district receives a customized work experience directory. These categories include employers who wish to only work with a particular school or program, employers whose work sites require very specialized prior training from the students, the provincial government work experience placements, and other specialized categories. Therefore a business education teacher in school A will receive: (1) the general category of work experience employers; (2) the business education section of work experience employers; and (3) the protected employers for school A. A special program teacher in school B will receive: (1) the general category of work experience employers; (2) the special education section of work experience employers; and (3) the protected employers for school B. The protected employers are those employers who, for one reason or another, wish to allow access to their business to students from only one school or one type of program. This is usually because of the very specific requirements of their firm. In the directory of approximately 1,000 employers, about 30 employers are designated as protected employers. However, many other employers who are not designated as protected work experience employers, either because of their location or their firm specialty, seem to serve the students of one particular school or program more than others in the city.

New Developments

In the 1984-85 school year it was determined that the Apple IIe version of the Work Experience Directory no longer provided the efficiency and flexibility required for the number of student placements that were occurring. Feedback from teachers was solicited and the Coordinator of Career Development in cooperation with work experience teachers began investigating other delivery systems for the directory. It was determined based on the availability of software and hardware that the Greater Victoria School District would redesign the Work

Experience Directory during the summer of 1985. The revised version of the directory is operating on the MacIntosh 512 or "Fat Mac" system. The staff in the Career Development office purchased the MacLion software program which is a hierarchial data base system and customized it for use in Greater Victoria School District according to the specifications requested by the teachers.

Summary

A computerized work experience directory is not a static entity but rather an adaptable tool that can and should be modified to meet the demands of the situation. In the Greater Victoria School District the effectiveness and efficiency of the work experience program has increased as a result of the computerized work experience directory. At the district level, coordination of the work experience program is greatly facilitated as the computerized directory provides for the entry and retrieval of large amounts of information accurately and quickly. At the school level even the beginning teacher has ready access to a wealth of information which eliminates duplication of effort by other teachers. For the employer, he or she can be ensured that teachers in the Greater Victoria School District have access to updated and comprehensive information about his or her business in order to make the most effective use of his or her work experience site with the least amount of frustration. Greater Victoria School District has seen the many positive results of a computerized work experience directory.

CAREER EDUCATION IN ELEMENTARY SCHOOLS: PERSPECTIVES AND AN APPLICATION

Ray Henjum
Nadia Preyma
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Comprehensive career development programs that are designed to provide instruction and guidance to all students throughout the school experience are emerging. Models for program delivery are expanding, improving, and proliferating. Innovations in career guidance curricula, individual appraisal, career information delivery, and guidance practices for special populations are quite evident in guidance literature. The few years since Sidney Marland popularized the idea of "Career Education" have seen a virtual groundswell of interest, both on the part of behavioral researchers and by educational leaders. The perspectives on purposes and delivery of comprehensive programs are clarifying.

The needs of students form the basis for educational programs (Burtnett, 1980). Planned and sequential programs, while visible and accountable to the larger population affected by them, are ultimately responsible to the students whose needs are being served. To help guarantee this outcome, all school staff and non-school groups collaborate in the development and implementation of career education and career guidance in our schools.

Hoyt (1974) defined a broad scope for career education by suggesting that it consists of the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of life. He was careful to point out in his definitions that both paid and unpaid work were included. According to Herr and Cramer (1984), recent legislation on career education in the United States has stressed the community-based nature of programs and the need for community efforts aimed at helping persons, especially young adults, better prepare themselves for work through acquiring adaptability skills that will enable them to change with society.

They suggest that the following adaptability skills can be imparted through a planned program of career education:

- Basic academic skills of reading, oral and written communication, and mathematics;

- Work habits leading to productivity in the work place;
- A personally meaningful set of work values that lead the person to want to work;
- Basic understandings of the economic system that will enable the person to respect that system and function effectively within it;
- Career decision-making skills;
- Skills required for self-understanding and understanding of educational/occupational opportunities;
- Job-seeking, job-getting, and job-holding skills;
- Skills required to combat stereotyping as it impinges on full freedom of educational and occupational choice;
- Skills required for the individual to humanize the workplace for himself/herself;
- Skills required to find meaningful work in productive use of leisure time.

Elementary School Perspectives

Elementary schools can increase their commitment to assisting children to start the process of self-knowledge, knowledge of their future educational and occupational alternatives, and the rudiments of effective choice-making behavior. Awareness, rather than exploration and choice, would be the proper emphasis at the elementary level. So, the type of program and the nature of the activities would be geared to developmental needs of children in those schools.

Fundamentally, as Herr (1974) explained, elementary school career education programs have been spawned because of a rising awareness that styles of choice behavior in adolescence and adulthood are presaged by the types of developmental experiences that occur in childhood; expanding knowledge about the interrelationships between personality development and what has come to be labeled career development; evidence that many of the materials and readers used in the elementary school portray the world of work inaccurately and abet unnecessary sex-typing of occupations; and acknowledgment that feelings of personal competence to cope with the future grow with knowledge of one's strengths, ways to modify one's weaknesses, the goals from which one might choose, and alternatives available in occupation and in education.

Ohlsen (1983) suggested that career development begins when a child first starts thinking about what s/he will do to earn a living. Discussions about dreams and ambitions, questions about discovering who I am and can become, and use of occupational preference to convey how s/he wants to be perceived, rather than actual work to be done, are younger children's concern. Although occupational choices of elementary school children probably are a long way off, attitudes toward work are taking shape as they enter school. Since occupational choices and career development are life-long processes, no single period in time in a young child's life should be designated as the proper time for making an occupational choice. Children in elementary school pick up a great deal of information and misinformation that have considerable impact on later occupational choice. The educator's concern is not with trying to predict with any exactness the nature of a child's ultimate career destination. Rather, at the elementary level, the general task is to expand the child's career awareness of the possibilities.

Nelson (1972) has suggested that, in elementary school, children can be helped to develop a sense of personal worth, helped to develop a feeling that they have a place in society, helped to see how adults achieve the place they have, encouraged to learn that success is a personal matter relevant to a total life style, and, with children raised in the absence of parent working-role models, helped to build positive attitudes about themselves and their potential for success in our society. Nelson explained that learning should proceed from the familiar to the unfamiliar and from immediate to the distant. For instance, the exploration of school helpers, community helpers, and ways in which other people live and work may be meaningfully integrated with any or all of the current curriculum areas. The curriculum at the elementary school would not consist simply of secondary school guidance objectives and materials (Henjum, 1981) or adult counselling models (Henjum, 1984) watered down to a simpler level. The nature of materials must fit the developmental level of the learners.

From Gysbers, Miller, and Moore's (1973) perspective, the challenge to education is to facilitate career consciousness in all students at all levels. Career consciousness is made up of self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skill, and basic studies and occupational preparation. For elementary school children, each of these four components implies awareness and exploration of self and others as key activities necessary for the development of career conscious individuals. Therefore, activities should be designed to foster career consciousness and to increase the internalizations of the four knowledge and skill components as they relate to elementary children.

Help students experience early awarenesses of the world of work. Provide appropriate career developmental experiences. Many pupils might be able to identify their occupational preferences; however these early choices should serve as a basis for exploration and not for permanent decision making and long-range planning. Pupils should be helped to develop awareness of the meaning of work and of the inevitability of occupational decision making.

The elementary years are the most important in preparing youth to make appropriate occupational, educational decisions and related personal adjustments. It is during these years that children are curious and inquire. They learn through trial and exploration; they enjoy relative freedom from prejudice. These are natural years for developing appropriate foundational behaviors and attitudes.

Isaacson (1985) summarized that the fantasy period of early childhood precedes any serious vocational consideration. The time is exemplified by arbitrary choices drawn from influences within the child's environment. The tentative period begins when children begin to recognize that they like or have an interest in certain activities. During this time, children discover that they perform some activities more ably than others, that they excel in some of these, and that some activities are more highly valued. Finally, they begin to fit together ideas of interest, ability, and value as they give more attention to a career choice. As this correlating activity occurs they move on to the third phase of vocational choice. The whole process from fantasy to specification covers from ten to fifteen years and consists of a series of compromises between wishes and opportunities. The fantasy period may extend up to age ten or twelve, the age at which students are finishing elementary school.

Eventually, one chooses an occupation that allows one to operate in a role consistent with self-concept, which in turn is an outgrowth of all one's developmental experiences. Early on, an individual forms attitudes and behavior mechanisms that will be important components of the self-concept for much of life. Experiences provide a background of knowledge of the environment generally, including the world of work, which ultimately will be used in tentative choices and in final plans and implementation. Early childhood, during which children are intensively exposed to values, has continuing influence on the individual's later life. During these years, the basic shape of self-concept is formed and its early testing occurs within the usually comfortable climate of family and elementary classroom. It is developmentally logical for the person to begin to view self in terms of some possible future relationship with work.

Knowledge about environmental (educational and occupational) requirements and possibilities, while turbulent in these changing socioeconomic times, is one aspect. The other is knowledge of self characteristics, both as they are and as they might be. The self-environment match, or fit, is the fundamental dynamic behind life satisfaction and satisfactoriness, both in school and in work. One's skills, values, and interests in the context of one's life situation are attracted both to and by environments that require persons with particular attributes (Holland 1985).

Holland (1985) prescribed that, in elementary education, emphasis should be on providing students with relevant school and non-school experiences. Unless schools, parents, or other agencies provide full range of experiences, they lessen students' abilities to understand themselves and their future possibilities. The important strategy is to provide students with accurate and accessible information about themselves and jobs over a long time span rather than at a few critical decision points.

> "Without a full range of experiences, boys and girls and rich and poor acquire aspirations that are limited largely to the ghettos of sex and income that narrow the range of acceptable interests, competencies, and goals" (p. 150)

Miller (1984) discussed how career development programs and practices in the schools must relate to future socioeconomics. She suggested that there is a need to upgrade career information resources to reflect supposed shifts in occupational distribution, influences of technology on particular occupational areas, and new employment patterns for certain groups such as women. The image of the ideal worker is changing to include emphasis on such skills as problem solving, group membership, leadership, and creative skills. Help students strengthen those skills. Stress skills required for successful career change that results from changes in occupational demand as well as from personal growth. Teach how basic skills are transferable to different occupational areas. Help them learn how to create job opportunities. Life-long goals in non-occupational areas such as family and leisure will become increasingly important. As well, excellence in education will probably imply more prescriptive curriculum selection and higher standards of performance. Students need assistance in developing individual educational and career plans in light of these changes. Facilitate achievement of full potential. Ensure equity of opportunity for all students. The delivery systems used in career guidance programs must continue to be modified and improved.

An Application

An elementary school counselling program was introduced in six inner-city Winnipeg schools in the fall of 1984. The pilot program will be extended to another four schools in September, 1985, and will continue for two years during which on-going monitoring and evaluation will occur.

Elementary counsellors serve as members of support service teams that are concerned about a variety of issues that impact on children's development and effective functioning. Inner-city, or core-area, schools are characterized by a concentration of factors that are considered to have an influence on pupil growth, development, and learning. The most prominent of these factors include high migrancy rates, poverty, large numbers of single-parent families, desperate condition of many families characterized by economic deprivation, alcoholism, marital disruption, unemployment of the head of the family, limited parental education and low socioeconomic status.

These factors affect all aspects of life development and learning. As a result, many local children by grade eight are found to be several grades below in school functioning. Often, they seem to have a "lack of hope" and they do not perceive the relevance between school and later life. (These social needs and environmental characteristics of inner-city school populations must be taken into account by counsellors and teachers as they try to improve school programs.)

Our concern is that older peoples' levels of aspiration, achievement, and self-perceptions probably have their beginnings in children's early experiences.

It is during this time that roots of behavior manifest themselves. These can be labelled positive identity, commitment, and success, or, conversely, juvenile delinquency, early school failure and under-employment.

Our operating premise is that personally and socially useful attitudes and values are developed during these formative years. It follows that formalized programs of career education should be initiated in the primary grades. The challenge to our elementary schools is to promote and facilitate career consciousness in all students, to foster success attitudes toward self and others, and to develop effective decision behaviors useful in all life-career situations.

Being a lifelong process beginning in elementary school, career education must become a mainstreamed program accomplished through an active process of infusion into valued existing curricula. It becomes an integral part of children's school experiences from primary grades onward. It gains from and lends support to the "back to basics" thrust while providing an effective linkage between children's school experiences and their adult life and work experiences.

Needs and Expectations

With our wider introduction of counsellors in elementary schools, a number of career developmental needs have been identified and these must be addressed. The following are some of the career education objectives that we expect to accomplish:

- To provide opportunities that enable children to develop positive attitudes towards themselves and others
- To provide information and experiences that will link school subjects and school experiences with future life-career choices
- To provide career information to young children that broadens their awareness, horizons, and aspirations related to future career decisions and plans
- To provide career exploration activities that help children develop sense of competence, of worth, and of place in society
- To provide career awareness activities that address the values of respect for the dignity of all work, of pride in accomplishment, and in respect for all individuals regardless of characteristics or occupations

- To provide information and experiences that minimize sex-role stereotyping, that foster full gender participation, that generates constructive concepts that boys and girls together are free to consider the fullest range of career aspirations
- To provide accurate information and experiences to help children analyze and evaluate stereotypical messages about occupational choices still prevalent in media, printed educational materials, and public institutions
- To expand children's awareness through experiences with a variety of career role models. These may involve such innovations as using grandparents, senior citizens, and workers from a variety of careers as speakers and school aides
- To generate the exploration of work values and occupational decisions that are not stereotyped by sex or social class but, rather, are based on personal skill and ambition
- To provide opportunities to practice and learn problem-solving and decision-making skills related to life-career choices.

The Challenge

The current challenge for elementary school counsellors in the selected Winnipeg schools is to design and incorporate career education programs that reflect and serve needs of the particular inner-city school populations. An intensive search for curriculum models of career education developed and used elsewhere as well as a search for appropriate audio-visual and print materials, resource persons in the community, teaching strategies, counselling procedures, and group activities that might be effective in promoting career awareness, self-awareness, and decision awareness for this specific population are being conducted for immediate application. The implications of this pilot program's success are expected to be widespread. They should impact on counsellor education, classroom instruction, and expansion of guidance programs across the province.

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THE CASE FOR GUIDANCE AND COUNSELLING AT THE ELEMENTARY SCHOOL LEVEL

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As the technological imperative propels us forward into the future, as educators we seem to be increasingly developing a marked propensity for specialization and diversification rather than focussing on a unified, integrative approach. We are inundated with a veritable plethora of curriculum documents and curriculum plans and curriculum resources. We attempt to meet the needs of the gifted, the learning disabled, the ethnic communities, the Inner City schools; a kind of Pacman approach to education. Perhaps we cannot see the forest for the trees. Whither do we goest? How does it all fit together? The time for focussing on Guidance and Counselling at the Elementary school level is upon us. By doing this we can set meaningful parameters for all of what we are attempting to do.

How does Guidance and Counselling provide the unifying force to assist us in ahieving our goals? If we look carefully at the aims of education we find that the goals of Guidance and Counselling are consistent not only with these general aims but with specific curriculum goals and provide us with an overall perspective and an integrative approach to realizing our goals. If we are to truly provide equal opportunity for all and help individuals realize their potential physically, emotionally, intellectually, socially, culturally and morally, then the very definition of Guidance and Counselling can be viewed "as a process of helping individuals to understand themselves and their world and to act on that understanding."[1]

It is also a process that goes on over a lifetime. From the most primitive to the most modern society the principles related to the human condition have applied: the value of the individual, respect for and an appreciation of others, and a meaningful place within the social fabric in an occupational capacity.

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[1] Pietrofesa, Hoffman, Splete: COUNSELLING: AN INTRODUCTION, (Houghton Mifflin: Boston) 1984. p. 4.

In Ontario, the aims of guidance are derived from the goals of education of the Ontario Ministry of Education. They reflect the specific guidance areas that assist students in the attainment of broad curriculum goals.

The guidance program, like most guidance programs across Canada, is designed to provide opportunities for students to acquire skills, knowledge, and attitudes in four areas.

First, in order to realize their potential students need to engage in self-awareness activities to explore to the fullest extent their interests and abilities and to understand their value as persons. Building a positive self-concept in students will increase their chances of academic success and therefore widen career possibilities. Related issues, such as sex-role stereotyping and multicultural identity, assist students in knowing and appreciating themselves and recognizing their potential.

Second, better interpersonal skills can be developed through guidance programs, especially between children of different ethnic backgrounds. Exercises that teach children how to relate well to others and how to work co-operatively helps develop a major life skill, communication skills, necessary to successful life roles, both personal and occupational.

Third, if students are to develop plans that meet their needs and abilities they need an in-depth knowledge of their strengths and abilities. They also need skills in decision making, and how to set goals and achieve them.

Finally, in order to make decisions on appropriate educational plans and in order to set goals that are consistent with interests and abilities, students need to have knowledge of the world of work and the educational and training paths to career alternatives.

A systematic, developmental approach should be employed in implementing guidance programs. However, educators tend to start with guidance programs at the end of school and work backwards to the beginning, like building a house from the roof down. Yet it is consistent with the Piagetian theory of stages of development that we cannot leave out or neglect the critical stage of development that occurs during the years a child is in the Elementary school "Identity has early roots in initial experiences and is gradually reformed in successive episodes. Whether the personal identity so formed is positive, proactive and competent will be determined by the degree of success at each of these developmental sequences."[2]

Think about the task we present to adolescents in Grades 7 and 8. Suddenly we expect them to make decisions and to be responsible for educational plans that lead to eventual career possibilities. Yet we know that implementing effective guidance programs at the elementary level has, in most cases, been badly neglected. Programs that begin in Kindergarten and build in a developmental approach would enable students to make more appropriate decisions.

Most recently counsellors in Ontario have been focussing our energies at the Grade 7 and 8 level and beyond, planning and implementing self-awareness and career education programs in an attempt to widen the horizon of educational and career opportunities for students. Although, unquestionably worthwhile and valid in intent, such programs can achieve only a limited effect. In fact, most students in Grade 8 have already set educational goals and perhaps tentatively formulated career aspirations. Many have decried what they perceive as limited access that students of ethnic origins and/or lower socio-economic backgrounds have to Secondary School programs. They maintain that schools stream students into lower level programs at the Secondary school level and thus limit opportunities for higher education and thus access to the widest possible choices of occupation. Concerns again are addressed primarily to Grade 8 Guidance programs and the upgrading of language and mathematics skills. These concerns are also meritorious but again there are limits to how much propitious vicissitude can be achieved at this stage.

If we truly want to offer the widest possible career possibilities to students we need to start in Kindergarten. Both self-awareness programs and career education need to start as early as possible and be developmental if we are to have significant impact on equalizing the access and broadening career opportunities.

Programs in most cases at the elementary level are at best superficial and haphazard. Limited curriculum materials and resource personnel have minimized effort to develop meaningful programs. Teachers, in general, lack an in-depth understanding of what self-concept is and how it relates to academic achievement as well as having little knowledge of career education. We can and should attempt to take positive steps towards developing systematic, developmental career education programs at the elementary level beginning in Kindergarten.

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[2] Losoncy, Lew Dr. Think Your Way To Success (Leighton; California) 1982.

According to Purkey and others, self-concept is the best predictor of academic success.[3] We need to increasingly emphasize the development of self-concept in order to drastically alter the subjectively perceived limits placed by each individual child on the self and his/her capabilities.

"White ones can... Black ones can't...!"; a statement uttered with apparent conviction by a four year old girl amongst the brightest in a Junior Kindergarten class when asked her feelings about going into a French Immersion class. Junior Kindergarten! The beginning of a long school career yet children have already defined limits on their capabilities based on early childhood experiences. The concept of self "defines what is possible and determines the thoughts, and ideas formed about future goals and expectations. Attitudes set limits on occupational aspirations and eventual achievement. If a child perceives himself/herself as unskillful, inferior, subordinated or uncertain in judgement, limitations are imposed on the developing concept of self in relation to the world of work. Negative preconceived beliefs and expectations build up resistances and convince people ahead of time that it would be impossible to succeed."[4] If this is true it has important implications as to how schools can alter consciousness of limits and expand awareness of possibilities by focussing on the development of self-concept. The earlier we begin the greater chance of having a significant impact. Schools can and should design environments that enhance and reinforce positive self-concepts. Teachers need an in-depth understanding of the nature of self-concept and how it relates to academic achievement as well as strategies to foster its development. They need too to understand how sex-role stereotyping and the multicultural identity relate to the development self-concept if we are indeed to provide equal opportunity.

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[3] ibid

[4] ibid

All teachers should be encouraged to acquire training in Guidance and Counselling. Self-concept is not formed on its own. It has external reference points. The child's self-concept develops in relation to his/her social environment; family, friends, school and community as well as the larger society. The kind of expertise gained by acquiring knowledge and skills related to Guidance and Counselling will assist teachers in developing and providing effective parent education programs, in helping teachers to foster better interpersonal relations amongst children of different sexes and of different ethnic and socio-economic backgrounds, in designing an encouraging atmosphere, in examining books and other materials to ensure that they encourage the development of self-concept and in designing experiences that help children examine themselves in relations to their environment.

Educating parents as to how to relate more positively to their children can help to nurture a child's growth in self-esteem. Schools should be encouraged to establish parent education groups and parenting centres as well as attempt to improve the ways in which they communicate with parents.

The importance of teaching children how to work co-operatively cannot be overemphasized. In an age where we rely on specialized knowledge to accomplish increasingly complex tasks, co-operation makes it happen. Employers now rate the ability to work co-operatively as a high priority on the list of employability skills. Learning to work co-operatively comes from experiencing success working co-operatively. Such skills do not appear magically in adolescence. Teachers need to improve their skills in teaching children to work and play co-operatively rather than competitively. Co-operative games and tasks can be used in all subject disciplines.

The acquisition of skills that teach children how to relate more effectively to others will foster not only better interpersonal relationships in future families but in developing esteem for the "customs, cultures and beliefs" of all in our multicultural community.

In order for students to develop educational plans that meet their needs, interests and abilities they must acquire in-depth knowledge of themselves, their goals, their likes and dislikes and their strengths and weaknesses. Through self-awareness activities, children can gain an increasing knowledge of themselves and be better prepared to make appropriate educational plans and achieve goals. Goal setting and ways to achieve goals can be taught but require a specialized kind of expertise. In order to achieve career goals it is critical that educational planning be flexible and carefully thought out. The kinds of skills that teachers will gain from training in Guidance and Counselling will help children to grow in self-understanding, become better at achieving goals and in making plans that will assist them in realizing their goals.

The question, "What do you want to be when you grow up?" elicits much the same response today amongst Primary children as in previous generations - "doctor-teacher-fireman". This is hardly surprising as the vast majority of existing children's books portray only a limited number of career models, mostly related to a few jobs in the community. Is it any wonder that when students get to Grade 8 they have such a limited knowledge of the careers that they can envisage for themselves and frequently struggle in making educational plans.

This becomes particularly important in the issue of equalizing opportunities for students of different ethnic origin, varying socio-economic backgrounds and for male and female students. I would predict that students from a middle class environment have a far more extensive knowledge of careers and the language associated with them than do children from Inner City schools. Developing and implementing career education programs would benefit all students and help to equalize opportunities for all children regardless of ethnic origin, sex, or socio-economic background.

Young children, if presented with occupations from a wider experiential framework quickly learn concepts related to jobs and the language associated with these tasks. Children fantasize early about adult roles. Role modelling is an important mode of learning for young children. "The function of the model is to display varieties of behaviour to the child who then learns various techniques of behaviour and consequences. How people behave, how adults relate to each other, how they meet crises, what they consider important, all are displayed to the child who chooses what he will imitate and what he will reject."[5] Children 'play' at being father, mother, fireman, pilot, welder etc. and conatantly 'try-out' new occupations. An internalized concept of "I can do that, and succeed" must be developed. Children therefore need as many books, materials and experiences, real or vicarious, that provide a wide variety of role models in which they can see themselves in a multitude of occupational possibilities. By expanding a child's awareness of possible roles, each child has an ever widening number of "I can's...."

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[5] Dreikurs, Rudolf; Fundamentals of Adlerian Psychology, (Alfred Adler Institute: Chicago)

Yet we continue to have an overwhelming array books, pictures, resources, puzzles, toys etc. that reflect white, middle class stereotypes in terms of role models and values. Even some of the most recent material that attempts to eradicate such bias has only minimally filtered into the classrooms due to lack of funds to purchase such materials and to teachers' lack of sensitivity to the need to ensure that materials present positive role models that are free of bias.

One only has to examine the materials being used in most classrooms to have a clear picture of how stereotypes are reinforced and cultural and socio-economic limitations imposed. While we are beginning to attempt to emphasize the development of self-concept we negate much of what we do by continuing to use biased books and materials. We acknowledge that role modelling is an important method by which children identify their capabilities and possibilities. What are the feelings about self a child experiences when he/she enters a classroom and finds little or nothing in the way of role models with which to identify? Where are his/her possibilities? How much less significant does the child feel? Your success is preceded by the belief that you can succeed. Where does the child see himself/herself to envision success? Self-concept building means helping the child feel...I have value...I am significant...I am capable of setting and achieving goals.

Thus it becomes essential that schools and teachers ensure that materials in classrooms present role models that allow children to envision success. Funding for additional appropriate materials is a must if we are to equalize the imbalance. Present budgets are barely adequate and will not suffice. Additional allocation of funds is essential. The necessity to sensitize teachers to the need to correct the imbalance gives further credence to the need for all teachers to have training in Guidance and Counselling.

Field trips are frequently used to enhance the regular program and provide meaningful language experiences for children. Field trips can offer invaluable exposure to career models and the world of work. Think how many careers could be identified in one trip to the zoo or the airport. Teachers who have an extensive knowledge and understanding of career education can utilize field trips more effectively to teach children about career possibilities from a young age. A plan to ensure that all children have equal access to these kinds of experiences needs to be developed in each school either by grade/division to meet the particular needs of its students.

In summary, it becomes clear that unless we plan, develop and implement effective Guidance programs at the elementary level, all our efforts to expand career possibilities and to equalize educational opportunities are at best superficial and minimally effective. Programs need to begin in Kindergarten and by systematic and developmental focussing on self-awareness, relating to others, and career education. To meet this need, all teachers should be encouraged to obtain training in Guidance and Counselling. The concepts are applicable across the curriculum and can be inculcated through all subject disciplines. The professional development of staff in this area needs to be a greater priority if we are to successfully implement effective Guidance programs.

Although all teachers benefit from some training in the area of Guidance and Counselling, the role of Guidance counsellor needs as much attention. The role of Guidance counsellor demands a higher level of expertise in counselling, encouragement and knowledge of resources. It needs a person who can act as a co-ordinator, facilitator and consultant. He/she must act also as a liaison and resource person and deal with counselling of students who require more attention than can be given in the regular classroom program. He/she can assist in maintaining the focus on the objectives of the total program. The Guidance counsellor can pull it all together.

The time for Guidance and Counselling at the elementary level is upon us. It can have a profound impact on helping all students realize their potential. What are we prepared to do about it?

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INTERVENING WHEN IT MATTERS: IDENTIFYING AND TRACKING POTENTIAL DROPOUTS AT THE ELEMENTARY SCHOOL LEVEL

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INTRODUCTION

As the employment picture remains bleak for Canada's early school leavers, preventative programs are receiving more attention in our public schools.

In 1983, in response to an acknowledged need to deal more effectively with the dropout and unemployment rate among Quebec youth, the Ministry of Education launched a $27 million program for the social and vocational integration of youth.

Funds were made available to school boards initiating programs to serve the needs of identified dropouts and to take preventative steps to retain potential dropouts.

At the Lakeshore School Board, we are convinced that providing secondary projects and strategies just is not an adequate response to the problem. Even a superficial look at the school histories of secondary dropouts reveals the sources of their disillusionment and despair can be traced to their elementary experiences.

Consequently, one of our five "dropout projects" was designed to identify and track high risk students early in their school "careers" and improve the support and assistance we offer them.

The Project's Origins

We based our project on the findings of our 1979 Kindergarten Screening project, on a survey of recent dropouts from our schools, and on published research regarding the profiles of students who succeed and who drop out. Our efforts were designed on the premise that formal and informal assessment of students, even as early as Kindergarten, can significantly signal a dropout profile.

Current literature produces relative agreement on the factors frequently present in the profile of a dropout: social maladjustment, low self-esteem, a stressful home, learning disabilities, reading below level, previous academic failures or repeated grades, absenteeism. Our Kindergarten screening project had supported the contention that teacher assessments are a valid predictor of student performance.

Consequently, we began our efforts with an identification questionnaire distributed to Grade 3 regular and free-flow* teachers to gather information from student records and teacher observations.

Survey Results

Of the 929 Grade 3 students, 94 were identified as "at risk"; a percentage which mirrored the Board's secondary deletion records for October, 1982 to March, 1984. The survey results also were found consistent with published research findings. The tables below illustrate some of the data collected:

Table I: Profile of Grade 3 Students Perceived to be "AT RISK"

Sex:	Female: 30	Male: 64
Mother Tongue:	English: 91	French: 1
	Other: 2	
Age:	8 years: 65	9 years: 28
	10 years: 1	
Reading Difficulty:	Yes: 58	No: 28
	Uncertain: 8	
Medical Alerts:	14	

Anecdotal comments proved illuminating too. At least forty entries cited a home problem, generally related to the parents' marital status. Unrealistic parental expectations were also noted. Classroom concerns emphasized acting out or withdrawn behaviour and poor peer relationships.

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*Free Flow Explanation

Free flow is a remediation strategy through which a student of normal, near-normal or above-normal intellectual ability receives additional help in those subjects in which he/she is experiencing significant difficulty. The student continues to follow the regular program of his/her grade. The Free flow teacher (with Special Education training) works with students individually or in groups of five or fewer and does so as much as possible within the student's classroom in close cooperation with the regular teacher.

Of the ninety-four students, sixty-seven percent were observed to be performing poorly in at least half the social behaviours rated.

Table II: History of School Interventions

Retained a year:	In K: 4	
	In 1: 4	
	In II: 10	
	In III: 12	
Free Flow Assistance:	Yes: 54	No: 34
	Uncertain: 6	
Individualized Educational Plan:	Yes: 7	No: 75
	Uncertain: 12	
Special Education:	Yes: 9	No: 83
	Uncertain: 2	
Student Service Referral:	Yes: 51	No: 40
	Uncertain: 3	
Outside Agency Involved:	Yes: 20	No: 34
	Uncertain: 40	

Response to the Survey

The survey predictably raised more significant questions than it answered, most of them with regard to staff perceptions and utilization of available resources. Why did two schools identify no students at risk? Why weren't more of those identified already referred to Student Services? What effect has the loss of our elementary counsellors had on referrals? Are informal action plans not reflected in the Individualized Educational Plan statistic? With our increased awareness of the diversity of learning styles, are we still seeing the consequences of unresponsive teaching styles?

While recognizing the preliminary nature of our findings, this year's project has put in motion a variety of efforts to improve how our system responds to the high-risk student.

This summer the Student Services Division will establish a tracking data base which will evolve over the next few years. Integrating school-based data with that currently contained in computerized referral files should aid in long-term monitoring and resource planning.

At the senior administration level, both the Elementary Division and Student Services Division are examining the delivery of support services in the light of an analysis of survey responses.

A Tracking Response Committee is spearheading in-school intervention improvement. Teachers on this committee have been addressing the sensitive issue of colleagues' reluctance to "label" students at such an early stage and suggested useful improvements to the way the project's rationale is presented next year. A variety of recommendations relate to improving in-school record-keeping and information-sharing. This committee will continue to act as a leadership and liaison group next year, to strengthen resource teams for a more concerted intervention effort.

Next year's plan includes the intensive follow-up of a random sample of the identified students by the Student Services Division. A grade-wide follow-up assessment is planned before the students move on to secondary schools four years hence.

Integrating our Tracking findings with those of our previous boardwide Kindergarten screening is also proving fruitful. A follow-up of a sample of those students, now in their final years of elementary school, will contribute to our longitudinal understanding of high-risk students.

Summary

This year has proven to be a highly successful beginning for what is clearly becoming a long-term commitment. With our emphasis on research that yields practical, school-centred results, the most heartening outcome is the heightened awareness at all levels of the importance of addressing such issues as staff reluctance to "label" until problems worsen, the intervention responsibility of in-school and boardwide resource personnel, and the need to find creative solutions to student needs despite severe financial constraints.

RATIONALE AND DEVELOPMENT OF A PROGRAM FOR STUDENT ASSISTANCE

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After many months of work, a unique intervention program was initiated at Bathurst High School. The Program for Student Assistance (PSA) was developed jointly by School District 42, B.H.S. Administration, Health Committee, Staff and Students.

PSA provides educators with a more efficient way to respond to students' concerns without hiring specialized staff. It, in turn, provides students with consistent, systematic and professional help.

The purpose of this program is to assist students who may have a problem and to help motivate them to seek assistance at the earliest possible time. Just about anything that can affect a student's performance can be dealt with through this program. These problems, for example, can be physical, emotional, personal, financial, legal, family or ones relating to alcohol or drugs.

According to Dr. Chalmers, Chairman Alcoholism and Drug Dependency Commission of New Brunswick, "There are times when all of us need someone to whom we can turn for advice; someone off whom we can bounce our ideas or concerns; someone who can take an objective look at a situation which, because it is so close to us, may be getting over-powering. PSA, Program for Student Assistance is such a vehicle because it is designed to assist students to overcome problems that may be affecting them in the classroom".

Administration, Counsellors and teachers have been dealing with these difficulties for years. It was felt that there may be a more effective way of handling the multitude of problems that confront us from year to year. Therefore, a committee was established to see what could be done. The committee built upon the old philosophy that more can be accomplished if everyone (school and community) pull together to meet the needs of our young people.

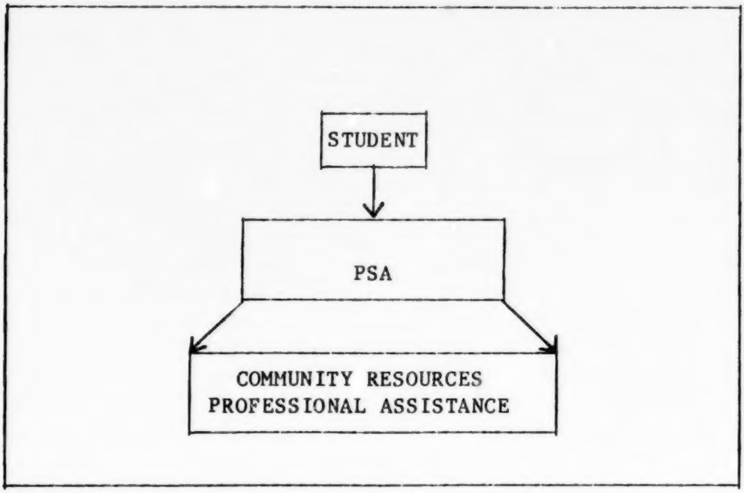
This committee consisted of B.H.S. Administration, Counsellors, teachers, students, V.O.N. and Drug and Alcohol Commission representatives. Their goal was to add structure and support to our ideas.

Therefore, Program for Student Assistance was born. (For Policy, see Appendix I).

The program encourages students to solve their own problems. Referral persons are made available to the student body to listen and assess the student's concern. The assessment referral person can be the guidance counsellor, school nurse or any other person chosen by the joint committee. If PSA can deal with these problems before they become unmanageable, the school referral person may be the only contact that the student need make.

However, problems that cannot be adequately handled within the school will be referred to a qualified community agency. Then PSA becomes a link between the student and the appropriate community resources (Figure 1).

FIGURE 1. LINKING FUNCTION



Referral Agencies

To maximize the effectiveness of the program, firm ties with as many referral agencies in the Bathurst region were necessary. The committee's goal was to ensure that a quick response (within 48 hours) would be forthcoming when they were contacted by the referral person. A number of agencies were contacted and invited to attend an informational meeting. The response was excellent and PSA was given the support of every agency that attended. This meeting also afforded the opportunity for agencies working toward a common goal, helping young people, to meet in an informal and face to face manner. This in itself was beneficial. A list was subsequently compiled with agency phone numbers and contact people. The program has barely got underway and already this list has proven invaluable.

Prior to officially introducing PSA to the student body, teachers participated in a half day workshop, where the philosophy and guidelines were discussed at length. Also different methods of class presentation of the program were developed. The positive response received was encouraging to the committee.

During the planning stages the committee approached various students to enlist their support and help develop a media campaign to promote PSA. This resulted in a number of posters, official pamphlet, and ideas for promoting PSA through the local media.

Over the local radio station in Bathurst during a regular B.H.S. weekly report, a student interview was held concerning the program for Student Assistance. This report was written and delivered by students. It was not edited by any staff members. Insight into how the students perceive PSA can be gained by reading even a portion of this interview.

Q. 1. All the students have received pamphlets containing information about the program but could you explain what the Program for Student Assistance really is and what it involves?

A. The Program for Student Assistance is a program established by the School District and our school for the students. PSA tries to help students with personal problems that affect their school work and the individual himself. It is easy to understand that if some of the problems of a student can be eliminated then it is much easier for the student to complete his school work, do well, and enjoy school to a greater degree.

The PSA Program at B.H.S. is the first of its kind in N.B. and now other high schools are reviewing our program and using our program to devise their own. The program is the first of its kind in the high school system of N.B. but businesses, universities and even the teachers in our District use a program not unlike PSA for the benefit of their employees. So, it's not a new idea.

Q. 2. Why should B.H.S. have such a program and is it really needed?

A. Well, the most valuable resource of any school is the students themselves. And if any program helps students enjoy school more and do better in their studies, then it must be an asset to the school and the students.

To answer your second question if the teachers, the administration, the V.O.N., and the guidance department are interested enough to spend 10 months volunteering their time to develop the program, I would think that it must be needed. Each year there are students who drop out or experience suspensions. If any program can help in preventing this even in the least, then it's needed. It certainly can't make the situation worse.

Q. 3. What kind of problems does PSA deal with and how do the students receive help?

A. Just about any problem: big or small. Any problem that may affect the student and/or the student's performance. It may be physical, emotional, personal, financial, legal, family, or ones relating to alcohol or drugs.

There are basically two ways for a student to receive help. The first being voluntary where the student realizes he or she has a problem and contacts one of the referral people. The referral people in our school are the guidance counsellors and the V.O.N. If the student has not seen about his/her problem voluntarily and that problem is still affecting their school work, a formal referral is utilized. Being that the teachers and administration feel it is essential for this student to seek help, they will ensure that the student makes contact with the referral people within a reasonable amount of time.

Although PSA has been operating unofficially since the fall, it was formally introduced to the students on February 18, 1985. Homerooms were used to explain the program in detail to the students. Again the response was positive.

The committee is meeting regularly to discuss on-going educational needs and methods or implementation as well as problems or concerns that are raised by referral persons or community agencies. The committee realizes that changes may have to occur as the program develops. However, B.H.S. administration and staff are hoping students can help to make PSA a program that truly does meet their needs and therefore prove to enhance school life for the student body.

The idea for PSA is not new or original. The Program does give an alternative approach for schools to meet the needs of their particular student body. It is not complex or intricate to set up but it does take good old fashion work and dedication to get if off the ground.

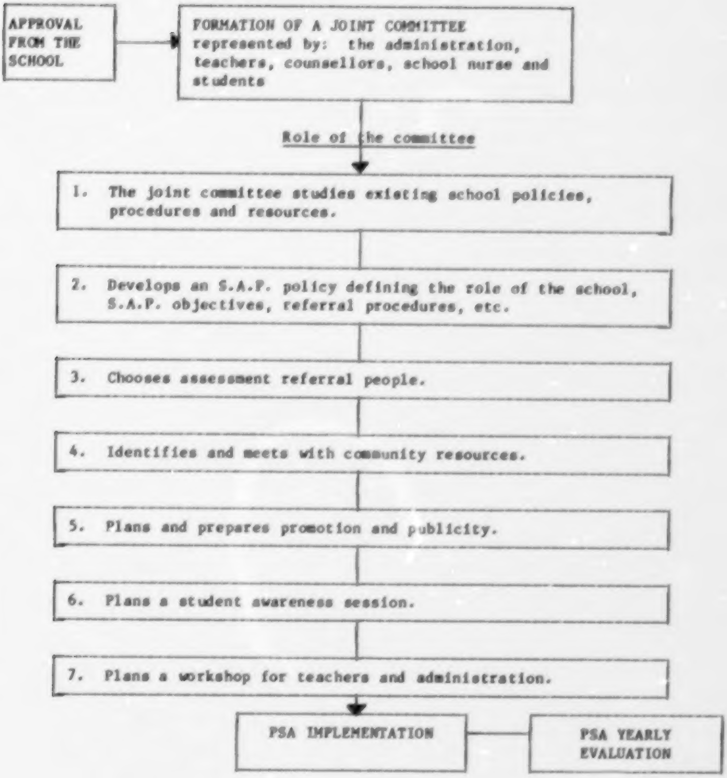
The major points to keep in mind are:

1. A representative committee consisting of staff, students and outside agencies must be set up to help in the planning stages. This committee must be prepared to meet on an on-going basis to deal with all aspects of implementation, promotion, follow-up and review.

2. Contact with referral agencies must be made to ensure that they will make a commitment to the program, that they understand the school's needs and that they will give the school the full benefit of their resources. Examples of some of the referral agencies might be:

   1. Department of Social Services
   2. Legal Aid N.B.
   3. Alcoholics Anonymous
   4. Rentalsman
   5. Red Cross
   6. Department of Health
   7. Family Enrichment and Counselling Service
   8. Correctional Services
   9. Mental Health Clinic
   10. Court of Queen's Bench, Family Division

FIGURE 2. PSA Implementation Flowchart


APPROVAL FROM THE SCHOOL
FORMATION OF A JOINT COMMITTEE represented by: the administration, teachers, counsellors, school nurse and students
Role of the committee
1. The joint committee studies existing school policies, procedures and resources.
2. Develops an S.A.P. policy defining the role of the school, S.A.P. objectives, referral procedures, etc.
3. Chooses assessment referral people.
4. Identifies and meets with community resources.
5. Plans and prepares promotion and publicity.
6. Plans a student awareness session.
7. Plans a workshop for teachers and administration.
PSA IMPLEMENTATION
PSA YEARLY EVALUATION

3. Teachers and administrators must be involved and willing to help make the program work. Therefore it is imperative that the teachers be inserviced so that basic understanding is assured and initial co-operation is guaranteed.

4. Finally and most importantly the program must be promoted to the student body. Making them a part of the planning, implementation and promotion is a good step in the right direction. Ultimately they must have an understanding of the concepts involved and be assured that confidentiality is an essential part of the program. These are the points that the students are asked to keep in mind.

PSA IS:

* CONFIDENTIAL AND PRIVATE

* MEANT TO HELP STUDENTS WHEN THEY HAVE A PROBLEM THEY CAN'T SOLVE THEMSELVES, OR WANT AN OPINION

* FOR LITTLE PROBLEMS AND BIG PROBLEMS

* ANOTHER CHOICE WHEN STUDENTS HAVE DIFFICULTIES

* FOR THE STUDENT

* MEANT TO BE VOLUNTARY

* MEANT TO BE USED EARLY SO THOSE LITTLE PROBLEMS DON'T BECOME BIG ONES

PSA does not make the work load lighter for the guidance counsellor, administration or teachers. It does offer a more effective method to deal with the multitude of problems that students face every day. There can be little doubt that if only one student benefits from the program, all the work is worth the effort.

APPENDIX 1

PROGRAM FOR STUDENT ASSISTANCE

Policy Statement
(between)
School District 42

Bathurst High School Administration
Bathurst High School Health Committee
Bathurst High School Staff
Bathurst High School Students

POLICY STATEMENT (Goal)

The above recognized that almost any human problem can be successfully treated, provided it is identified in its early stages and referral is made to an appropriate treatment resource. This is true whether the problem is one of physical, mental or emotional illness, finances, family distress, alcoholism, drug abuse, legal problems, or other concerns. The committee realizes that the above mentioned problems if not attended to at an early stage can affect the student's school performance, capacity to complete studies and family life.

A Joint Program for Student Assistance Committee has been established to implement the Program for Student Assistance.

PURPOSE OF THE PROGRAM FOR STUDENT ASSISTANCE

The Program for Student Assistance has been established to assist students who may have a personal problem and to help motivate them to assistance at the earliest possible time.

OBJECTIVES

1. To establish guidelines for dealing with personal problems that may cause declining school performance.

2. To inform students about the Program.

3. To help provide channels for correct referral for assessment, treatment, and follow-up so as to ensure maximum rehabilitation.

4. To ensure that confidentiality is maintained.

INTENT OF POLICY

1. Any student who feels he or she has a personal problem is encouraged to seek help on their own on a voluntary basis. The program is designed to provide students with information on most personal problem areas through information sessions, handouts, posters, etc. This will hopefully allow a troubled student to identify a problem and seek out assistance before school performance is affected.

2. One of the goals of this program is to motivate students to seek assistance. However, in the absence of a voluntary referral, an individual with a progressing personal problem leaves himself/herself in a position where school performance could continue to decline. It is understood in this program that professional assistance *can* result in a healthier student and *allow* school performance to improve.

3. An offer of help through the Program for Student Assistance can be offered by a teacher in a school performance review. This is accomplished in the following manner.

   - When a pattern of documented declining school performance is established, it will be the duty of the teacher to suggest: "That *should* a person's problem be affecting an individual's school performance then the Program for Student Assistance may be of some help."

4. It will be the duty of the teacher to explain that continued declining school performance will only result in 1) formalizing the offer of help; 2) mandatory referral.

5. This program is in no way meant to interfere with the private life of the student.

6. The only information that will be shared between the treatment resource and the teacher will be if proof for time off is required. This is handled in the

same way as any other sickness. PSA excuse is a standardized excuse written by Administration stating that the student was absent because of involvement with PSA.

7. Success in treatment, by the very intent of the Program for Student Assistance, will be shown by the improved school performance.

PROCEDURES TO FOLLOW FOR PSA

Step I	Voluntary - Initiated by student
Step II	Informal - Suggestion by teacher
Step III	Formal - Appointment by teacher
Step IV	Mandatory - Appointment by Administration

MANDATORY REFERRAL TO PROGRAM FOR STUDENT ASSISTANCE BECAUSE OF CONTINUED DECLINING SCHOOL PERFORMANCE

Continued declining documented school performance after the identification of a pattern of the same and the offer of the Program for Student assistance, the teacher will have no choice but to initiate the mandatory PSA Referral.

1. A letter is sent by the Administration of BHS to the student, and his/her parents.

2. The student is to contact the named Assessment Referral Resource for assessment and referral to the appropriate community resource.

3. If disciplinary action is applicable and the student accepts the offer of assistance, then disciplinary action may be deferred.

4. This deferment of disciplinary action is contingent on the student returning to the classroom with improved school performance.

5. Should the student choose to refuse the offer of assistance, the Administration has no choice but to continue with disciplinary action.

TEACHER'S RESPONSIBILITIES

1. To understand fully the policy and referral procedures.
2. To be alert to any change in school performance.
3. To document unsatisfactory school performance.
4. To discuss any performance problem with the student in private, encourage voluntary participation, but not to diagnose the causes.
5. To initiate informal reference procedure.
6. To initiate the formal referral procedure whenever necessary, referring the student to the assessment referral resource.
7. To maintain a strict level of confidentiality.

ASSESSMENT REFERRAL RESOURCE RESPONSIBILITIES (V.O.N.) AND/OR GUIDANCE COUNSELLOR

1. To serve as a referral resource; to interview the referred student; to make preliminary assessment of the problem(s); to refer the student to the appropriate treatment resource; and to maintain on-going contract and follow-up with the student.
2. To prevent undue delays in referral.
3. To provide general progress reports on program participation, not on individuals (numbers only), to the Joint Committee through the Health Committee.
4. To develop personal contact and be familiar with admission procedures of all the diagnostic and treatment resources in the community.
5. To maintain strict level of confidentiality regarding all students involved in the program.

STUDENTS' RESPONSIBILITIES

1. To encourage students to use the Program for Student Assistance voluntarily, before a formal referral becomes a necessity.
2. To co-operate with BHS Staff and Administration.

3. To provide the student with support while receiving treatment and to assist him/her in readjusting to his/her school responsibilities.

4. To understand fully the policy and referral procedures.

5. To maintain strict level of confidentiality.

PROGRAM FOR STUDENT ASSISTANCE COMMITTEE'S RESPONSIBILITIES

1. To define the parameters of the Program for Student Assistance as to policy and procedures.

2. To establish the referral procedure to be used.

3. To support the planning, co-ordination, and presentation of on-going education programs for students and the immediate staff of BHS, utilizing existing community resources when necessary.

4. To ensure that the program and its intent are communicated to all students.

5. To review and update the Program for Student Assistance on a regular basis through monitoring and responding to identified needs.

6. To maintain strict level of confidentiality.

Nothing in this policy is to be interpreted as constituting a waiver of the Administration's right to take measures of a disciplinary nature or otherwise.

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NORTH YORK'S VOCATIONAL CAREER CENTRE - A MODEL FOR DELIVERY OF CAREER PLANNING SERVICES

Marilynn Burke
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Today's young people are faced with enormous and unprecedented challenges in making the transition from school to work, from adolescence to adulthood. The difficult economic climate, the high rate of youth unemployment, the rapidly changing nature of society and the workplace, and the technological revolution combine to create deep concern about preparing for an uncertain future. Parents, government and educators are becoming increasingly aware of the need to address these issues and to provide assistance to youth in developing realistic and viable life and career plans. The Vocational Career Centre is one of the responses of the North York Board of Education to assist young people in preparing for the future.

The Vocational Career Centre is a central resource, which provides career planning services and programs for students and staff in North York schools and for individuals from the community. Direct services to students and community individuals include vocational assessment, career counselling, group career exploration programs, a Career Information Centre, and computer assisted career exploration programs. The Centre also offers training, professional development and consultation for Board staff on career education topics.

One of the unique aspects of the Centre, is that it evolved through the joint efforts of the Counselling Services unit of the North York Board, the Community Outreach in Education (CORE) Foundation, government, community agencies, post secondary institutions, business and industry. This remarkable cooperation began in early 1979 with the CORE Foundation, a charitable foundation at arms length to the North York Board which funds educational projects that are not covered under regular Board funding. Having accepted a proposal to establish a new career centre, CORE struck a developmental committee, which still meets as an advisory committee, consisting of representatives from COSTI-IIAS, Employment and Immigration Canada, Jewish Vocational Services, the North York Board of Education, Seneca College and York University. CORE solicited funds from community business and industry to purchase 12 work stations for the Centre.

In November 1980, the Vocational Career Centre opened under the umbrella of the Counselling Services unit at Spring Garden Centre. In July 1982, the Centre was relocated at Drewry Centre. CORE's involvement is ongoing both in terms of advice and support, and recently with an additional financial contribution to purchase two new work stations. The Advisory Committee meets three to four times yearly to review progress, consider future directions and make recommendations. The involvement of CORE and of members of the Advisory Committee has been extremely valuable.

The Centre accepts referrals from and provides services for administrators, teachers and counsellors in middle, junior high and secondary schools, other Board personnel, community agencies, other boards, and interested individuals. Services are free for North York students and staff, and available on a fee for service basis for others.

Presently, staff includes a supervisor/career counsellor, an intake counsellor, two career counsellors, an evaluator, a part-time librarian, and one full and one part-time secretary. Valuable assistance has also been received from co-operative education students, post secondary placement students, a Seneca College career counsellor, and volunteers.

The primary service offered by the Centre is individual career assessment and planning, based on the Vocational Evaluation model. This is a process which utilizes work, real or simulated, as the focal point for assessment and vocational counselling. Methods of the evaluative process include work samples (simulated work) and situational assessment (real work). Importance is also placed on data about interests, aptitudes, physical capacities, temperament, skills and so forth which may be collected from many sources, including traditional paper and pencil tests. The tools of evaluation at the Centre include: interest inventories suitable for a range of reading levels and for those with a wide range of occupational goals; aptitude tests which measure strengths and weaknesses and are one of the predictors of success in any given occupation; work values and personality inventories; work samples, where individuals can try out jobs such as electronics assembly, welding, plumbing and pipefitting, computer maintenance and repair, diesel engine service, office services, and many more; print, audio-visual and computer occupational information in a comprehensive career library; and computer assisted career exploration programs.

The majority of individuals referred for assessment to the Vocational Career Centre are those with special needs. They may be potential drop-outs who lack vocational goals and educational plans, have had limited previous "success" experiences and have little self-confidence. They may be handicapped by physical, mental, emotional or learning disabilities. They may come from disadvantaged backgrounds or from countries with different cultures and languages. There are limited resources in schools and the community to provide appropriate vocational assessment and counselling for such people.

The vocational evaluation model is designed to meet the career development needs of hard-to-serve clients. It assists people in identifying their strengths and potentials with the focus on what they can do rather than what they cannot. As it utilizes work as a method of evaluation, participants see it as directly relevant to the world of work. It provides for ongoing feedback and counselling to integrate and utilize the information being gathered. It is action oriented, resulting in an educational/vocational plan. A frequent result is an increase in self-worth and confidence. The goals of assessment are to help participants: to clarify their vocational interests, aptitudes, values, skills, work behaviours and needs; to broaden their knowledge of occupations and the world of work; to identify, through good decision making, appropriate vocational goals; and to develop a plan of action to achieve these goals. The assessment is wholistic and tailored to meet individual needs and takes into account a realistic understanding of the labour market and of the changing society in which we live. Career planning is seen as a life-long process where, with good self awareness, career awareness and decision making skills, people can make and implement good decisions at key points throughout their lives.

Individualized vocational assessment can be very time consuming, ranging from 15 to 60 hours of the participant's time, many of those hours spent with a staff person singly or in small groups. In order to maximize use of resources and staff, group programs were developed and implemented at the Centre for students and community. Up to eight people can be accommodated for a full day of career exploration utilizing the Centre's work samples. At a work sample (or station), the participant follows an audio-visual program and, using the tools and materials of a specific occupation, completes an on-the-job assignment. By completing one or two work samples during this day, students experience the occupations in a "hands-on" way. This program is particularly helpful to young students beginning to explore the world of work, to those interested in a better understanding of specific occupations, to young women interested in exposure to non traditional occupations and to special education students who benefit from an experiential learning activity.

Another group program utilizes the Centre's excellent Career Information Centre. Through a grant from Canada Employment and Immigration Centre in 1982, the Career Information Centre was expanded and organized to be a "self-help" resource for schools and community. It contains detailed information at varying reading levels about more than 1,000 occupations, over 200 audio-visual programs about occupations, career literature from major employers, and a section on career planning which includes job search techniques, career planning guides, labour market and salary information as well as books and articles on trends in society and work. In the educational section, visitors can research programs offered by colleges, universities, private vocational schools, government skills training, apprenticeship programs and continuing education programs. Sections on "employment for the handicapped", "women in the work place" and "work study and travel abroad" meet the needs of some visitors. Computer programs are available which provide occupational and educational information, job search information and skills and career exploration opportunities. The Career Information Centre is open to the public for individual research five days a week, including two evenings.

Full or half day group career exploration programs are delivered in the Career Information Centre for groups of up to 15. These programs stress broadening occupational awareness, including a discussion of trends in the work place as well as providing time for independent research of occupations of interest. Among the groups who have participated are students in guidance credit courses, co-operative education programs, intensive programs, English and family studies, adult re-entry students, and students in various college level pre-employment courses.

Career Centre counsellors are also available for group programs held in schools. We have spoken at career days and delivered a variety of classroom career planning sessions, as requested by school staff. These are beneficial to students and also demonstrate to the teachers involved, an approach to classroom career activities.

Through the delivery of direct services to students and clients, Vocational Career Centre counsellors have developed a high level of expertise related to career education. In order to affect the career development of larger numbers of students, we spend a percentage of our time as career consultants and trainers for North York Board staff. In addition to guidance counsellors, we have shared our expertise with co-operative education, business and technical teachers, special education, adult program and basic level teachers, middle and junior high school staff.

Half to full day workshops have been delivered on topics such as:

- interest inventories for the classroom
- how to interpret the Jackson Vocational Interest Survey
- how to interpret the Strong Campbell and Career Assessment Inventories
- the future of work and career counselling
- computer career software for middle/junior high schools
- computer career software for secondary schools
- the General Aptitude Test Battery
- the Career Planning Mini Course.

All workshops have been heavily subscribed to and seem to have had practical results in that more and better career education programs are being delivered in North York schools.

Two other projects, initiated and funded by the Counselling Services unit of the Board, have had dramatic effects on school based career programs and services. Eight secondary schools have been involved in 1984/85 in a Choices pilot project. Career Centre staff trained counsellors and co-operative education teachers from these schools in comprehensive three and a half day programs which stressed utilizing the Choices micro computer program as a tool in the career planning process. A workshop was also delivered to school volunteers and para professionals who were to become Choices assistants. The Centre has assisted the Research and Evaluation Department of the Board in a two-year study to measure the effectiveness of the Choices program and its implementation in North York schools. At the end of the first year, the results have been extremely positive.

The second of Counselling Services' centrally organized projects is the development of Career Information Centres in each middle, junior high and secondary school in the Board. In the fall of 1984, Career Centre staff delivered three workshops for school counsellors and librarians called "How to Set up a Career Information Centre in your School". Materials were purchased in bulk to be the core of each school's collection and a library technician spent time with staff in each school to assist them in organizing and updating their existing materials and integrating new materials. Throughout the year, additional resources were sent to schools or were recommended for purchase. In addition to acting as a clearinghouse, the Career Centre circulates, on a two to three-week loan basis, a set of about 200 career video tapes along with hardware to show them. It is hoped that next year some computer exploration software will be available on the same basis.

As our credibility grows, there are increasing requests for individual consultation from school staff regarding career planning for their students, resources, labour market trends, vocational testing and so forth. We have talked with parents, both individually and in small groups, regarding their role in the career development of their children. Where time permits, we have provided assistance to other Boards interested in setting up career centres.

The effectiveness of North York's model for delivery of career planning services is the result of a blending of a number of factors. Whereas school counsellors must divide their attention among many areas, Career Centre staff can focus on careers. We can thoroughly investigate and network with external resources including business, industry, government, post secondary institutions and social service agencies, and thereby develop skills and knowledge related to career planning for people with special needs, to the changing nature of the world of work, to the tools and the process of assessment and so forth. Further, because our expertise is developed through direct service to students and clients, we are active practitioners, not operating solely from a theoretical viewpoint and therefore more in touch with the issues that young people are facing as well as with effective ways of assisting them. With this perspective, we can view that uncertain future with a little more confidence and help our students to make the most of its challenges.

COMPUTERS IN THE SECONDARY SCHOOL GUIDANCE DEPARTMENT

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The development of computer applications to guidance services and programs continues to increase. Two types of School Boards that purchase computers for administration and guidance use can be identified. The first are those large affluent boards whose size, resources, and geographically concentrated schools make it possible for them to purchase large computers, centrally located and connected to terminals in schools by telephone. Geographic concentration avoids high long-distance charges for computers connected for long periods of time. The second type are those boards that are smaller, less affluent and whose size, resources, and geographically scattered schools make it more viable to purchase smaller computers in each school for administrative and guidance purposes. These computers would not be connected to a central office computer. This author will be commenting primarily from the view of smaller boards.

The linking of administrative and guidance use of computers is explained by the Venn diagram below.

ADMINISTRATIVE USES		GUIDANCE USES
timetable production*		guidance information*
timetable maintenace*		career search programs
reporting attendance*	common	credit checks*
reporting to parents*	data	test scoring*
reporting to board*	base	word processing
reporting to ministry*		guidance groups*
		transcripts*
		research*

* Use of common data base

The diagram shows that if a full array of services are to be provided efficiently by computers, administration and guidance must be married to a common data base.

Current uses of computers in guidance are quite varied. The foremost computerized guidance information program in Ontario is the Student Guidance Information

Service (SGIS). This up-to-date service of the Ministry of Education is provided free to students and contains data about both careers and education. The data base of student name and identification number is needed each school year to access the system. For larger boards printed output is available locally while smaller boards access the program through the RJES (remote job entry sites) of the larger boards. Some companies such as Cogito who do timetabling also provide tapes of student names and identification numbers for the Ministry to enrole students in SGIS. This writer has found this service to be less than adequate. This demonstrates the problems of interfacing two large computers for a service with a lower priority than a timetable.

Several excellent career search programs are now being used by schools. "Choices" from the Canada System Group is the one most frequently mentioned as a model of a thoroughly researched and complete system. Smaller boards with limited resources may have reservations about its cost, training time, and the time required for its use. Originally developed by the Federal Ministry of Employment and Immigration for use by adults, Canada Systems Group have added two new versions. The first is Choices 1 for students in Grade 6 and beyond which runs on personal computers. Some of the concerns expressed above may be addressed in this version. Another new product from CSG is Choices E.T. with a massive data base on college programmes in Canada.

At the other end of the scale of complexity and price, is "Career Search" developed by this writer and distributed by the Guidance Centre. The program is within the budget of most boards, is designed for grades 7-10, requires little student training, and can be used by most students in a forty-minute period. Of necessity it has far less data and factors involved in the search but can be used in a shorter period of time.

Another career search type of program is Career Factory marketed by Chautauqua Computer Systems of High River, Alberta. Promotional materials describe it as "a cost-effective tool for counsellors and career educators to use to assist in the development of decision-making skills and the expansion of knowledge about the world of work in Canadian young people." Its cost and complexity place it near "Choices".

For the smaller board, an alternative to the purchase of several of the more costly career search type of programs might be a less expensive version in all of its grade 7-10 schools combined with one travelling version of one of the more complex programs to be used in the senior grades for selected students.

One might argue whether providing transcripts for students and for the Ontario Student Record is a guidance or administrative function. Often guidance personnel are the only ones in the school who are sufficiently aware of such details as Ministry of Education legislation relating to records, dual coding, diploma requirements under at least two systems, substitution of credits, and the standardization of course codes to co-ordinate the production of transcripts.

Larger boards use systems such as SAS (Student Administration System) as a complete package to do timetabling, attendance, reporting of achievement, and production of transcripts. This system enforces conformity to what the program provides, introduces loss of control by the individual school, provides ease of retrieval of a great variety of data, and raises the cost.

Smaller boards either own or contract out for one or more computers to do these tasks. Frequently no common data base exists and some data must be entered more than once. Conformity is not necessary as some software is written within the school, the individual school remains in control if they own the computer, and costs of hardware and software are lower.

A set of programs to do transcripts and a credit check have been developed by this author and they illustrate most of the advantages and disadvantages listed above.

Recently programs that do several tasks such as timetabling, reporting of marks, attendance, and production of transcripts on smaller computers located in individual schools have been marketed. An example of this approach is the program from Quinte Computer Services in Trenton. Running on an IBM PC-XT, the program offers intermediate cost, local control, a common data base for all services, and ease of data retrieval through an inquiry language. Transfer of data to other schools may not be possible and reports useful for guidance personnel are still to be added. The company has responded very well to suggestions by our administrators for additions to the program. Whether this program and others of its type will become more useful to guidance personnel or whether guidance departments will learn how to access files through computers under their control remains to be seen.

Standardized testing, while controversial in some circles, offers the opportunity to deliver teachers from the burden of hand scoring and to enhance the research capability of the testing program. If the test can be shown to have some predictive validity in the local jurisdiction, its value is increased. Computer programs, whether built as a component of larger program systems or as stand-alone systems capable of retrieving data from files of existing systems, could add a valuable tool to the guidance program.

Hardware such as the Chatsworth Card Reader from the Chatsworth Corporation in Chatsworth, California or the Scan-tron Optical Mark Reader from the Scan-tron Corporation with offices in Markham, Ontario would be required to do efficient test scoring within a school. Some software for analysis is available with this hardware. If the hardware mentioned above, suitable software, and existing student data files could be linked, standardized testing and its research component would become more practical.

One of the problems of producing software for standardized test research is the very limited market. An Apple-based program I offered to a distributor was declined, probably on that basis.

Word processing has or will reduce the work load of guidance departments. Many of the memos, reports, and handouts are of a nature that once on file, revision would be facilitated. The smaller computers such as Apple II or IBM PC have excellent word-processing programs. These programs can produce the specialized teacher daily plan books required of guidance personnel as well.

General data base management programs will also be useful to guidance departments. An example of this is to set up a data file of graduates. They sort alphabetically, by major subject area, by sex, and by destination. Counsellors can learn for example, what happens to students who major in certain areas.

Data base management programs produce labels very efficiently for adding to Ontario School Records. As we learn more about the revisions to the Ontario School Record this facility will become more important. Other uses are mailing labels for reports to parents or newsletters to schools with whom we correspond.

To sum up this brief commentary on the use of computers in Secondary School Guidance, some trends and issues need to be considered.

One trend I see is toward smaller computers with more memory. Five years ago I bought a computer with 16K of memory. I still have the same computer but with 64K of memory and I am considering more. A greater variety of hardware is evident in computer publications but this makes it very difficult for software producers to write programs for many computers. Until one or two of Apple, Commodore, IBM, Icon, or Radio Shack emerges as the major computer used for Guidance, no developer is able to spend the time to develop programs for all.

The term user-friendly in relation to computer software means that the inexperienced user is able to use the program effectively with little or no training. Programs developed for guidance use must exhibit this characteristic. A series of programs under the general title COMPASS soon to be available from Employment and Immigration Canada exhibit this characteristic.

Integrated software is a package of several related parts of a program or several programs easily accessed from each other that use a common data base. It is essential for Guidance personnel that programs of this nature be developed. We do not have the time to re-enter data or be left out of the advances which give us specific data faster to plan and carry out our programs. There is no reason why guidance departments cannot receive on a moment's notice a list of those in the school interested in apprenticeship complete with printed excuse slips to leave class to hear a speaker.

Another trend is toward networks among computers. Having a terminal or computer under the control of Guidance ensures access at times convenient to Guidance personnel. This terminal or computer can be linked to other computers, whether the same brand or not. This gives the guidance personnel at least partial control as well as access to data banks. Access and control are both necessary especially when student use is involved. We cannot rely on other departments with heavy student use to make computers available for guidance at convenient times. Software and hardware to do networking is available but may not have been tested in a secondary school. If those who are developing software for administrative uses such as timetabling do not respond to guidance needs, networking may be the solution.

Who enters data can also be an issue. Counsellors have been trained to provide computer services. Whether the entry of data by counsellors to facilitate these services is an appropriate activity is at least open to question. It is a problem that should be negotiated early in the introduction of computer services to guidance.

In summary, 1985 is an exciting but frustrating time for guidance personnel as they enter the age of information. If all of us communicate our needs with conviction to software developers and those who hold the purse strings for hardware, we may be able to provide the services about which we have only dreamed.